 Individuals interested in test scores and demographic information for schools in the Mt. Diablo Unified School District may access the individual School Accountability Report Cards at www.mdusd.org. These reports contain significant information about each of the schools. Individuals not having access to the internet may pick up a hard copy of this report for a school at the school office.
August 2019

Dear Parents and Families,

In Mt. Diablo Unified School District, it is our goal to promote a safe, healthy and challenging learning environment that stimulates intellectual growth and creativity. To enable us to do this, we want all members of our school communities to be aware of the policies and regulations that encourage student well-being and student achievement.

I encourage you to review the Parent Information Packet. The packet includes our district-wide expectations, parent resources and school forms. Please review this information and return any applicable forms to your school. We hope this document will strengthen our home/school partnership.

Thank you for being part of making this a great school year.

Sincerely,

Roger Bylund
Interim Superintendent
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## DISTRICT HOTLINE

(925) 709 - 4847
(see page 33 for details)
Vision Statement

The Mt. Diablo Unified School District is to be a district in which all students, staff and community:

- Treat each other with dignity and respect.
- Respect cultural, racial and economic diversity.
- Assume responsibility for the educational and individual needs of students.
- Support each other in achieving meaningful outcomes to enable individuals to experience success.
- Use technology to access, manage and communicate information.
- Collaborate to achieve mutual goals.
- Encourage students to become responsible citizens in a democratic society.

The Mt. Diablo Unified School District is to be a district in which all schools:

- Provide effective instruction as the focus of all activity.
- Provide a safe, secure, nurturing, and stimulating learning environment.
- Arrange time and space around the needs of the student.
- Are recognized and supported for their individuality and culture.
- Support students in achieving meaningful outcomes to prepare them to be successful adults.

Mt. Diablo Unified School District Goals:

- Provide a safe and supportive environment for students, staff, and parents/guardians.
- Set high standards and implement best practices for the success of all students.
- Prepare all students for the diverse workplace in the 21st century.
- Provide technology which supports the learning and productivity of staff and students.
- Seek funding sources and promote effective fiscal management to assist staff to meet student needs.
- Foster unity of purpose through communication, partnerships, and meaningful involvement of all members of the district and school communities in determining goals, services, and programs.
- Value all members of the Mt. Diablo Unified School District community and recognize their contributions.

(Note: All of these goals are important; their order as listed does not indicate priority.)
Human Relations Mission Statement

The mission of the Mt. Diablo Unified School District is to help students succeed as learners and as productive citizens. Students must become knowledgeable about all the subjects we have deemed important. At the same time, they must know how to learn and how to acquire, evaluate and integrate information.

Students succeed best in an environment where there is mutual respect, caring and cooperation. Each employee in the district must provide for and accept the following conditions:

- All students, parents/guardians and staff shall participate in school activities without experiencing harassment, intimidation, or bigotry.
- All individuals will be treated with dignity and respect.
- There is an appreciation for the diversity of people.
- High expectations are set for the staff, students, parents/guardians and Board of Education.
- All employees have a valuable role in accomplishing the district’s mission, and are supported with training to enhance their sensitivity to others.
- Students, parents/guardians and community members feel welcome at school.
- Everyone—from the Board of Education to staff, students, parents/guardians and the community—takes pride in the schools and programs of the Mt. Diablo Unified School District.

Parent/Guardian Involvement Policy

The Board of Education of the Mt. Diablo Unified School District believes that a child’s education is a responsibility shared by the family and school. The Board of Education recognizes the necessity and value of family-school partnerships to support student growth and academic achievement and further seeks to facilitate this partnership by inclusion of a parent/guardian involvement component in all school site plans. Recognizing that parent/guardian involvement takes many forms, the Board, administration and staff are committed to supporting district wide parent/guardian participation via the six types of parent/guardian involvement described in The California Strategic Plan for Parent Involvement by:

- Providing educational opportunities to help parents/guardians to develop parenting skills and to foster conditions at home that support children’s efforts in learning.
- Providing parents/guardians with training in effective strategies for assisting their children to learn at home.
- Providing parents/guardians with knowledge of and access to school and community support services for children and families.
- Training teachers and administrators to communicate effectively about school programs and student achievement with all parents/guardians, respecting the diversity and differing needs of families.
- Involving parents/guardians, after appropriate training, in classroom support roles at schools.
- Supporting parents/guardians as participating decision-makers and encouraging their leadership in governing, advising and advocacy roles.
School Principals/Administrators

Parents/guardians and/or community members making direct phone or email contact to any school site or departmental staff member on a specific matter related to their student or other issues of concern should receive an acknowledgment from a staff member within 24-48 hours when school is in session. The acknowledgment will include either a response to the concern or a date by which a response will be provided.

ELEMENTARY SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayers</td>
<td>682-7686</td>
<td>Martha Thomas</td>
</tr>
<tr>
<td>Bancroft</td>
<td>933-3405</td>
<td>Linda Schuler</td>
</tr>
<tr>
<td>Bel Air</td>
<td>458-2606</td>
<td>Robert Humphrey</td>
</tr>
<tr>
<td>Cambridge</td>
<td>686-4749</td>
<td>Lourdes Beleche</td>
</tr>
<tr>
<td>Delta View</td>
<td>261-0240</td>
<td>Cheryl Champion</td>
</tr>
<tr>
<td>El Monte</td>
<td>685-3113</td>
<td>Erin DeMartini</td>
</tr>
<tr>
<td>Fair Oaks</td>
<td>685-4494</td>
<td>Jon Pierce</td>
</tr>
<tr>
<td>Gregory Gardens</td>
<td>827-3770</td>
<td>Kathleen Koontz</td>
</tr>
<tr>
<td>Hidden Valley</td>
<td>228-9530</td>
<td>Nina Crossland</td>
</tr>
<tr>
<td>Highlands</td>
<td>672-5252</td>
<td>Ryan Sheehy</td>
</tr>
<tr>
<td>Holbrook</td>
<td>685-6446</td>
<td>Marga Marshall</td>
</tr>
<tr>
<td>Meadow Homes</td>
<td>685-8760</td>
<td>Kathryn Fireman</td>
</tr>
<tr>
<td>Monte Gardens</td>
<td>685-3834</td>
<td>Jonathan Fey</td>
</tr>
<tr>
<td>Mountain View</td>
<td>689-6450</td>
<td>Brent Brinkerhoff</td>
</tr>
<tr>
<td>Mt. Diablo</td>
<td>672-4840</td>
<td>Linn Kissinger</td>
</tr>
<tr>
<td>Pleasant Hill</td>
<td>934-3341</td>
<td>Aurelia Buscemi</td>
</tr>
<tr>
<td>Rio Vista</td>
<td>458-6101</td>
<td>Elizabeth Lanfranki-Law</td>
</tr>
<tr>
<td>Sequoia</td>
<td>935-5721</td>
<td>Patricia Kawahara</td>
</tr>
<tr>
<td>Shadelands</td>
<td>685-3533</td>
<td>Jenny Vargas</td>
</tr>
<tr>
<td>Shore Acres</td>
<td>458-3261</td>
<td>Suleyma Moss</td>
</tr>
<tr>
<td>Silverwood</td>
<td>687-1150</td>
<td>Julie Johnson</td>
</tr>
<tr>
<td>Strandwood</td>
<td>685-3212</td>
<td>Cheri Scripter</td>
</tr>
<tr>
<td>Sun Terrace</td>
<td>682-4861</td>
<td>Kristan Martin-Meyer</td>
</tr>
<tr>
<td>Sunrise</td>
<td>687-0202</td>
<td>Jenny Vargas</td>
</tr>
<tr>
<td>Valhalla</td>
<td>687-1700</td>
<td>Lisa Keck</td>
</tr>
<tr>
<td>Valle Verde</td>
<td>939-5700</td>
<td>Mignon Perkins</td>
</tr>
<tr>
<td>Walnut Acres</td>
<td>939-1333</td>
<td>Lang Luong</td>
</tr>
<tr>
<td>Westwood</td>
<td>685-4202</td>
<td>Nancy Klinkner</td>
</tr>
<tr>
<td>Woodside</td>
<td>689-7671</td>
<td>Cindy Matteoni</td>
</tr>
<tr>
<td>Wren Avenue</td>
<td>685-7002</td>
<td></td>
</tr>
<tr>
<td>Ygnacio Valley</td>
<td>682-9336</td>
<td>Silvia Orellana</td>
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</tbody>
</table>

MIDDLE SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diablo View</td>
<td>672-0898</td>
<td>Patti Bannister</td>
</tr>
<tr>
<td>El Dorado</td>
<td>682-5700</td>
<td>Christopher Clausen</td>
</tr>
<tr>
<td>Foothill</td>
<td>939-8600</td>
<td>Kim Vaiana</td>
</tr>
<tr>
<td>Oak Grove</td>
<td>682-1843</td>
<td>Glenda Gascot</td>
</tr>
<tr>
<td>Pine Hollow</td>
<td>672-5444</td>
<td>Ben Campopiano</td>
</tr>
<tr>
<td>Pleasant Hill</td>
<td>256-0791</td>
<td>Terry McCormick</td>
</tr>
<tr>
<td>Riverview</td>
<td>458-3216</td>
<td>Eric Wood</td>
</tr>
<tr>
<td>Sequoia</td>
<td>934-8174</td>
<td>Kevin Honey</td>
</tr>
<tr>
<td>Valley View</td>
<td>686-6136</td>
<td>Lisa Sullivan</td>
</tr>
</tbody>
</table>

HIGH SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Park</td>
<td>682-7670</td>
<td>Joseph Alvarez</td>
</tr>
<tr>
<td>Concord</td>
<td>687-2030</td>
<td>Rianne Pfaltzgraff</td>
</tr>
<tr>
<td>Mt. Diablo</td>
<td>682-4030</td>
<td>Lorne Barbosa</td>
</tr>
<tr>
<td>Northgate</td>
<td>938-0900</td>
<td>Michael McAlister</td>
</tr>
<tr>
<td>Ygnacio Valley</td>
<td>685-8414</td>
<td>Efa Huckaby</td>
</tr>
</tbody>
</table>

Alternative Education Programs/High Schools

<table>
<thead>
<tr>
<th>School / Phone</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Now Program 682-8000 ext 4011</td>
<td>Heather Fontanilla, Administrator</td>
</tr>
<tr>
<td>Olympic 687-0363</td>
<td>Lynsie Castellanos, Principal</td>
</tr>
<tr>
<td>Crossroads 689-6852</td>
<td>Christina Filios, Principal</td>
</tr>
<tr>
<td>Horizons School 682-8000, x3950</td>
<td>Heather Morelli, Principal</td>
</tr>
<tr>
<td>Home Independent Study K-8 682-8000, x3950</td>
<td>Heather Morelli</td>
</tr>
<tr>
<td>Center for Independent Study 9-12 682-8000, x3950</td>
<td>Heather Morelli</td>
</tr>
<tr>
<td>Gateway/Home Independent Study 9-12 458-1316</td>
<td>Heather Morelli</td>
</tr>
<tr>
<td>Prospect 687-0991</td>
<td>Heather Morelli</td>
</tr>
<tr>
<td>Summit</td>
<td>Heather Morelli</td>
</tr>
</tbody>
</table>

Summer School/Intervention

Office 682-8000, ext 3901 Recorded Info 682-8000, ext 3971

ADULT EDUCATION PROGRAMS

685-7340, ext 6710
G. Vittoria Abbate, Director
# MT. DIABLO UNIFIED SCHOOL DISTRICT BEFORE AND AFTER-SCHOOL CHILD CARE PROVIDERS

(Located on School Premises)

<table>
<thead>
<tr>
<th>School</th>
<th>Provider</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayers Elem.</td>
<td>Dianne Adair Day Care</td>
<td>671-4922</td>
</tr>
<tr>
<td>Bancroft</td>
<td>Dianne Adair Day Care</td>
<td>938-4063</td>
</tr>
<tr>
<td>Delta View</td>
<td>Dianne Adair Day Care</td>
<td>682-8000, ext. 84234</td>
</tr>
<tr>
<td>El Monte</td>
<td>Dianne Adair Day Care</td>
<td>682-5060</td>
</tr>
<tr>
<td>Hidden Valley</td>
<td>YWCA</td>
<td>229-5659/766-8778</td>
</tr>
<tr>
<td>Highlands</td>
<td>Dianne Adair Day Care</td>
<td>672-6144</td>
</tr>
<tr>
<td>Monte Gardens</td>
<td>Dianne Adair Day Care</td>
<td>356-2343</td>
</tr>
<tr>
<td>Mountain View</td>
<td>YMCA</td>
<td>689-1170</td>
</tr>
<tr>
<td>Mt. Diablo Elem.</td>
<td>Clayton Community School</td>
<td>672-0388</td>
</tr>
<tr>
<td>Pleasant Hill Elem.</td>
<td>Dianne Adair Day Care</td>
<td>938-3043</td>
</tr>
<tr>
<td>Rio Vista</td>
<td>YWCA - Delta Youth</td>
<td>458-8183</td>
</tr>
<tr>
<td>Riverview</td>
<td>YWCA</td>
<td>458-8189</td>
</tr>
<tr>
<td>Sequoia Elem.</td>
<td>Dianne Adair Day Care</td>
<td>939-6336</td>
</tr>
<tr>
<td>Silverwood</td>
<td>Lads and Lassies</td>
<td>687-4550</td>
</tr>
<tr>
<td>Strandwood</td>
<td>YMCA</td>
<td>687-1004</td>
</tr>
<tr>
<td>Valhalla</td>
<td>YMCA</td>
<td>827-4743</td>
</tr>
<tr>
<td>Valle Verde</td>
<td>Valle Verde Children’s Center</td>
<td>944-5255</td>
</tr>
<tr>
<td>Walnut Acres</td>
<td>Walnut Acres Day Care</td>
<td>932-0507</td>
</tr>
<tr>
<td>Westwood</td>
<td>Dianne Adair Day Care</td>
<td>969-1784</td>
</tr>
<tr>
<td>Woodside</td>
<td>YMCA</td>
<td>676-9534</td>
</tr>
<tr>
<td>Ygnacio Valley Elem.</td>
<td>Champions</td>
<td>798-0864</td>
</tr>
</tbody>
</table>

## CARES Programs

Mt. Diablo Unified School District--691-0351

Bel Air, Cambridge, Delta View, El Dorado, El Monte, Fair Oaks, Holbrook, Meadow Homes, Mt. Diablo High, Oak Grove, Rio Vista, Riverview, Shore Acres, Sun Terrace, Wren Avenue, Ygnacio Valley Elementary, Ygnacio Valley High
### 2019-2020 School Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of School</td>
<td>August 15, 2019</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2, 2019</td>
</tr>
<tr>
<td>End First Quarter</td>
<td>October 11, 2019</td>
</tr>
<tr>
<td>End First Trimester</td>
<td>November 8, 2019</td>
</tr>
<tr>
<td>Veterans’ Day</td>
<td>November 11, 2019</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 25-29, 2019</td>
</tr>
<tr>
<td>End Second Quarter and End First Semester</td>
<td>December 20, 2019</td>
</tr>
<tr>
<td>Winter Recess</td>
<td>Jan 20, 2020</td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. Day</td>
<td>Jan 20, 2020</td>
</tr>
<tr>
<td>Teacher In-Service Day</td>
<td>February 10, 2020</td>
</tr>
<tr>
<td>President’s Day Weekend</td>
<td>February 14 - 17, 2020</td>
</tr>
<tr>
<td>End Second Trimester</td>
<td>February 28, 2020</td>
</tr>
<tr>
<td>Teacher In-Service Day</td>
<td>March 16, 2020</td>
</tr>
<tr>
<td>End Third Quarter</td>
<td>March 20, 2020</td>
</tr>
<tr>
<td>Cesar Chavez Day</td>
<td>April 3, 2020</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>April 6 - April 10, 2020</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 25, 2020</td>
</tr>
<tr>
<td>End Third Trimester, Fourth Quarter</td>
<td>June 3, 2020</td>
</tr>
<tr>
<td>&amp; Second Semester</td>
<td></td>
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</table>

### 2019-2020 Test Calendar

<table>
<thead>
<tr>
<th>Testing Program</th>
<th>Grades &amp; Content</th>
<th>Testing Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Assessment of Student Progress and Performance (CAASPP)*</td>
<td>Grades 3 - 8 &amp; 11 English Language Arts &amp; Mathematics</td>
<td>April 20 - June 3, 2020</td>
</tr>
<tr>
<td>California Alternate Assessment (CAA)*</td>
<td>Grades 5, 8, 11 California Science Test</td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency Assessments for California (ELPAC)</td>
<td>Grades K - 12 Initial identification of new students</td>
<td>30 calendar days of enrollment</td>
</tr>
<tr>
<td></td>
<td>Grades K - 12 Annual Assessment of English learners</td>
<td>February 1 - May 31, 2020</td>
</tr>
<tr>
<td>Physical Fitness Test (PFT)</td>
<td>Grades 5, 7, 9 Aerobic capacity, body composition, upper body strength, abdominal strength, trunk strength &amp; flexibility</td>
<td>February 1 - May 31, 2020</td>
</tr>
</tbody>
</table>

* Your child’s attendance is important on the days that these state required tests are administered at your school. Please make every effort to have your child present.

** Dates are subject to change. Check with your child’s school for their specific testing dates. Please be advised that the District administers CAASPP testing each year. A parent or guardian may submit a written request to the District to excuse a student from participation in part, or all, of the assessments under the CAASPP. (See Title 5 CCR section 852 and Education code section 60604 and 60615.) The request must be submitted to the site principal. The ability to make such a request applies only to CAASPP testing.
Resources for Parents/Guardians

PARENT/GUARDIAN LIAISON

Mr. Diablo Unified School District realizes that raising children often confronts parents/guardians with situations that can be rather challenging. In an effort to better serve and support students and families, the district would like to make you aware of a service that is available to support families. The Special Education Department is pleased to offer support to families through the Parent/Guardian Liaison. The Parent/guardian Liaison is available to assist all district families with:

- Truancy Intervention & Prevent Chronic Absenteeism
- Section 504 Plans
- Student Success Teams (SST)
- Information/referral to community based services
- Special Education
- Appeal Process
- Complaint Procedures

For further information, contact Hilary Shen at the Parent/Guardian Liaison Office, 682-8000, ext. 4297.

PARENT/GUARDIAN EDUCATION PROGRAM/2019-2020

Mt. Diablo Adult Education Parent Education Program provides classes, workshops and presentations to support parents in the MDUSD district. A Parent Education and Cooperative School Readiness and early childhood program is offered at various school sites. We offer the following evening parenting classes at the Loma Vista Adult Center Campus and several other school district campuses:

Loving Solutions English & Spanish (Parent Project Junior) is offered for parents who have elementary school children (5-10 years) with discipline challenges.

Parent Project English & Spanish, for parents who have strong willed, out-of-control teens is offered through Parent Education each school year.

Certificate Parenting English & Spanish is an adult only 10-week series for parents of birth to age 18 year old children and is offered in English and in Spanish.

Anger Management English & Spanish is a 10-week series for adults only.

Information regarding parenting classes, school readiness and early childhood classes, and workshops can be obtained by calling the Parent Education Program: (925) 685-7340, ext. 6720.

RESOURCE PARENTS/GUARDIANS

This program is a support service offered to parents/guardians by the District. Members are a group of parents/guardians who have attended rigorous training in the area of peer-to-peer support. Members offer support and assistance to parents/guardians who have children attending MDUSD schools. These parent/guardian volunteers are available to answer questions, offer support and consultation as well as provide information on specific disabilities and the IEP process. For more information, or to contact a member, ask the office manager at your school for a Resource Parent Card or contact the Parent/Guardian Liaison. (see above)

DRUG AND ALCOHOL/TEEN ANGER MANAGEMENT WORKSHOPS

These informative, interactive workshops provide guidance, resources, support, and family communication skills. Each workshop includes separate parent/teen discussion time. They are free and open to the public. Certificates are available upon completion.

Student and Parent/Teen Drug, Vaping, and Alcohol Workshops (Saturday)

November 2, 2019
January 25, 2019 (Spanish Interpreter available)
March 14, 2020
April 18, 2020 (Spanish Interpreter available)
May 16, 2020 (Spanish Interpreter available)

Student and Parent/Teen Anger Workshops (Saturday)

November 2, 2019 (Spanish Interpreter available)
January 25, 2020
March 14, 2020 (Spanish Interpreter available)
April 18, 2020
May 16, 2020 (Spanish Interpreter available)

All Saturday workshops are held at Loma Vista Adult Center. Please call (925) 685-7340 ext. 6720 for more information.

SPEAKERS’ BUREAU

Speakers’ Bureau is comprised of parent education professionals that can be requested to speak at your meetings and events. Speakers are credentialed educators. (Call to request a topic list). Please call (925) 685-7340, ext. 6720 for more information or a class schedule.

MDUSD FOSTER YOUTH SERVICES

(925) 682-8000, ext. 3054, fosteryouth@mdusd.org

Provides assistance for foster youth in Mt. Diablo Unified School District.

Call “211” for resource information in Contra Costa County.
This notice includes important information and notifications to parents/guardians that are required by law, Education Code Section 48980 (E.C. 48980). A more comprehensive description of school operation and programs is available from each school office. Parents/guardians are hereby notified of the provisions of the following sections of the State or Federal Law. If there are questions about any of these sections or school activities, parents/guardians should contact the school principal or the persons identified in the descriptions.

**STUDENT RECORDS**

Rights of Parents/Guardians to Inspect Student Records

Each enrolled student has a cumulative ("cum folder") file which is maintained at the school of attendance. Student records are also maintained at the district special education office for students receiving special education services. These files contain basic student information such as attendance, subjects taken, grades, credits, test results, health records, special program documents, etc. Maintenance of student records is governed by District Policy 5125.

Parents/Guardians have the right to inspect all school records which are directly related to their children. The right to inspect student records is transferred to the student at the age of 18.

To review these records, parents or guardians should contact the school principal. Students who have received special education services or other special assistance should contact the program administrator responsible for the specific program in order to inspect supplemental records. Records of graduates remain at the high school for approximately one year after which they are maintained at the Student Services Office (682-8000, ext. 4049). Parents/Guardians or their representatives shall have access to student records within five days following the date of request. Parents or guardians also have a right to a response to reasonable requests for explanations and interpretations of information contained in files maintained by the district. Copies of student records may be requested by parents or guardians. The district may require a fee for providing copies of student records.

**Definition of Student Record**

A student record means any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his or her duties whether recorded in handwriting, print, tapes, film, microfilm, or other means. Student records do not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute employee. E.C. 49061 (b).

**Right to Challenge the Content of Student Records**

Parents/guardians of students or former students have the right to challenge the content of any student record. The district Office of Student Services will provide written guidelines governed by the California Education Code (E.C. 49063) and District policy (5125) for a request to have information removed from his/her child's record. Definition of a Parent:"Parent" is defined as:

1. A natural parent
2. An adoptive parent
3. A legal guardian

If parents/guardians are divorced or legally separated, only the parent/guardian having legal custody of the student may:

1. Challenge the content of a record
2. Offer written response to a record
3. Consent to release the records to others

Either parent/guardian may consent to a release of these records if both parents/guardians have notified the school or school district in writing that such an agreement has been made. E.C. 49061 (a).

**Students Reaching Age of 18**

When a student reaches the age of 18 or is attending an institution of post-secondary learning, the permission or consent required of, and the rights accorded to, the parents or guardian of the pupil shall thereafter be required of and accorded to the pupil. E.C. 49061 (a).

**District Policy for the Release of Directory Information**

The administrator of a school, district program, or the district Director of Student Services may authorize the release of directory information (student’s name, address, and telephone number) to:

- School-affiliated parent/guardian groups as recognized by the school principal or program administrator.
- Law enforcement agencies.
- Governmental social service agencies including the Social Security Administration.
- Armed Services recruiting officers by the district custodian of student records.

(See page 66 for waiver form.)

The release of all student information is done in accordance with safeguards and procedures established by the California Education Code and the Federal Family Education Rights and Privacy Act. No personally identifiable information from a student’s record other than that authorized by administrative regulation may be released without prior written consent of the parent or guardian.
A student’s birth date and place of birth, record of the most recent previous public or private school attended by the student, and the dates of attendance at the current and most recent previous school, may be released to law enforcement agencies and government social service agencies including the Social Security Administration.

A student’s record of participation in recognized school activities and sports may be released as public information. This information includes:

- The weight and height of members of athletic teams.
- A record of honors and awards earned by a student.
- A school principal or a district program administrator may release any reasonable information to organizations that give awards and scholarships to students of the school or district program.

No directory information shall be released regarding any student when a parent/guardian has notified the school district that such information shall not be released. (E.C. 49073) Such notification shall be submitted in writing to the administrator of the school or program in which the student is enrolled.

**Emergency Information**

For the protection of a student’s health and welfare, the Mt. Diablo Board of Education requires the parent or guardian to keep emergency information current at the school of attendance. This information includes the home address and telephone number, business address and telephone number of the parent or guardian, and the name, address and telephone numbers of a relative or friend who is authorized to care for the student in an emergency situation if the parent or legal guardian cannot be reached. (E.C. 49408)

Parents/guardians are advised that an ambulance may be requested if site personnel believe an injury or sickness to a student is serious or life threatening. The district is not responsible for ambulance charges in such cases.

**STUDENT HEALTH**

**IMMUNIZATION REQUIREMENTS.**

To enter or transfer into public and private elementary and secondary schools (grades PK – 12), children under 18 years must have immunizations as outline below. These immunizations meet the requirements of the California School Immunization Law, Health and Safety Code section 120326-120375 and the recommendations of the Children and Adolescent Immunization schedule for the US, the Advisory Committee on Immunization Practices/Centers for Disease Control and Prevention, The American Academy of Pediatrics, and the American Academy of Family Practice. The following are the requirements for admission and continued attendance.

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Required Doses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polio (IPV)</td>
<td>4 doses at any age</td>
</tr>
<tr>
<td>Ages 4-6</td>
<td>3 doses meet the requirement if the 3rd dose was given on or after the 4th birthday.</td>
</tr>
<tr>
<td>Diphtheria/tetanus/acellular pertussis (DTP/DTaP)</td>
<td>5 doses at any age</td>
</tr>
<tr>
<td>Ages 4-6</td>
<td>4 doses meet the requirement if the 3rd dose was given on or after the 4th birthday.</td>
</tr>
<tr>
<td>Ages 7-18</td>
<td>4 doses at any age</td>
</tr>
<tr>
<td></td>
<td>3 doses meet the requirement if the 3rd dose was given on or after the 2nd birthday.</td>
</tr>
<tr>
<td>Tdap Booster</td>
<td>In addition to the DTP/DTaP requirements, grades 7-12 are required to have 1 booster on or after the age of 7 years (as of 7/1/11)</td>
</tr>
<tr>
<td>Grades 7-12</td>
<td></td>
</tr>
<tr>
<td>MMR (measles, mumps, Rubella)</td>
<td>2 doses are required. The 1st dose must be given on or after the 1st birthday.</td>
</tr>
<tr>
<td>Ages 4-18</td>
<td></td>
</tr>
<tr>
<td>Varicella (VZV, or chickenpox)</td>
<td>2 doses are required. The 1st dose must be given on or after the 1st birthday. Or healthcare provider verification “had disease”</td>
</tr>
<tr>
<td>Grades TK – 3</td>
<td>1 dose required, 2 doses recommended.</td>
</tr>
<tr>
<td>Grades 4-6</td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>2 doses are required. The 1st dose must be on or after the 1st birthday. Or healthcare provider verification “had disease”</td>
</tr>
<tr>
<td>New student</td>
<td>2 doses are required. The 1st admission or transfer dose must be on or after the 1st birthday. Or healthcare provider verification “had disease”.</td>
</tr>
<tr>
<td>Under 5 years old</td>
<td>1 dose required, given after the 1st birthday.</td>
</tr>
</tbody>
</table>

Students may not attend any school or school program unless an immunization record is presented and immunizations are up to date. Your school office can provide detailed information on required immunizations.

Students who are homeless or in foster care will be admitted immediately even if the student arrives without immunization records or incomplete records. Schools should utilize their resources to make sure these students have received all required immunizations as soon as possible.
Exemptions

Medical exemptions will be accepted. A medical exemption is a written statement from a medical doctor (M.D.) or a doctor of osteopathic medicine (D.O.) which states (1) the child’s name and date of birth; (2) the specific nature of the physical condition or medical circumstance of the child for which a California licensed physician does not recommend immunization; (3) each specific required vaccine that is being exempted; (4) and whether the medical exemption is permanent or temporary. Temporary medical exemptions will expire 12 calendar months from the date of signing.

If there is good cause to believe that the student has been exposed to one of the communicable diseases listed above, the student may be temporarily excluded from school until the local health officer is satisfied that the student is no longer at risk of developing the disease (Health and Safety Code 102365 and 17 CCR 6060).

The Mt. Diablo Unified School District cooperates with health authorities as necessary for the prevention and control of communicable diseases in school age children. (E.C. 49403) Students may be sent home if he/she is believed to be suffering from a recognizable contagious or infectious disease (E.C. 49451)

Health Services (Vision, Hearing and Scoliosis Screenings)

Health Services (Vision, Hearing and Scoliosis Screenings) Vision and hearing screenings are provided by the credentialed school nurse or in some cases, the district audiologist, for students in TK, kindergarten, 2nd, 5th, and 8th grades. These screenings may also be provided to all newly enrolled students to California schools. Students may also be screened when referred to the school nurse or audiologist by school staff, parents/guardians, or the students themselves.

10th grade hearing screening has been waived. If you would like your student’s hearing and/or vision checked in 10th grade, please notify the school nurse.

Scoliosis screening The mandate has been suspended by the state and it is uncertain whether it will be reinstated. It is recommended that all 7th grade girls and 8th grade boys be screened by their healthcare provider. Scoliosis is a sideways curvature of the spine that occurs most often during the growth spurt just before puberty. Many times the cause is unknown, but evaluation is needed to decide if treatment is needed.

The Report of Health Examination for School Entry.
California State Law (Health & Safety Code 124085) requires that all transitional kindergarten, kindergarten and those 1st grade student who are new to public school submit proof of a health examination. The Health examination may be completed up to 6 months before starting TK/Kindergarten. School Entry medical examinations are available at the following locations:

• Your usual source of medical care
• Contra Costa County Health Centers
• Antioch Health Center, Bay Point Family Health Center, Brentwood Health Center, Concord Health Center, Martinez Family Practice Center, Miller Wellness Center, Pittsburg Health Center, N. Richmond Center for Health, West County Health Center
1-800-495-8885
• Child Health & Disability Prevention Program (CHDP) 925-313-6150
• Contra Costa County Community Clinics: La Clinica Pittsburg (925-431-2100), La Clinica Monument (925-363-2005)

Oral Health Examination
As of 01/01/07, the oral health (dental) law passed (E.C. 49452.8) that requires children entering public school for the first time, in TK/kindergarten or first grade, have a dental evaluation by May 31 of the first school year. Dental evaluations may be completed within the 12-months prior to school entry. Information and forms for the school entry physical examination and oral health evaluation (dental) are available from your school office.

Type 2 Diabetes Information
The California Education Code Section 49452.7 states that this type 2 diabetes information is to be provided to parents and guardians of incoming seventh grade students beginning July 1, 2010.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County

Description
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 over weight teens.
• According to the U.S. Centers for Disease Control (CDC), 1 in 3 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 (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 Associated with Type 2 Diabetes

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

Risk Factors

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following 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 excessive weight. In the U.S., almost 1 out of every 5 children is overweight. The chances are more than double that an overweight child will develop diabetes. Family history of diabetes. Many affected children and youth 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 Associated with Type 2 Diabetes

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 excessive facial and body hair growth in females.
- High blood pressure or abnormal blood fat levels

Type 2 Diabetes 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, medication may be necessary treatment.

The first step in treating type 2 diabetes is to visit a doctor or healthcare provider who can determine if a child is overweight based on the child’s age, weight and height. A doctor or healthcare provider 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 (HbA1c) test. A blood test that measures the average blood sugar level over 2-3 months. An HbA1c level of 6.5% or higher on two separate tests indicates diabetes.
- Random (nonfasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200mg/dl (milligrams per deciliter) or higher suggests diabetes. The 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 of 100mg/dl or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the blood sugar levels after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200mg/dL after 2 hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information is in tended to raise awareness about this disease. Contact your student’s school nurse, school administrator, or health care provider if you have questions.

Resources

American Diabetes Association: www.diabetes.org


Mayo Clinic: www.mayoclinic.org
**Administration of Medication**

The administration of medication (prescription and/or non-prescription medications (over the counter) to students during school hours may be done in exceptional circumstances when the child's health may be jeopardized without it. A district Authorization to Administration Medication During School Hours form must be submitted annually to the school and signed by their health care provider and the parents/guardians. It must also be approved by the school principal. All medication(s) must be provided in the original container with a label that lists the student's name, the name of the medication, the dosage, and the time it is to be administered.

Students may not carry any medication without consent from their healthcare provider, parent and the principal. All medications carried by students without consent will be confiscated and held for parents/guardians to pick up. Parents/guardians be notified in a timely manner if such a circumstance occurs. All medications are to be picked up within one week after the last day of school or the medication will be disposed of.

Under no circumstances may school personnel provide any over the counter medicine to students without a completed authorization to administration medication form.

**Medical and Dental Insurance** for pupils injured at school or school-sponsored events or while being transported may be secured through the district at parent/guardian expense. Contact the school of residence. (E.C. 49472)

Parents/guardians are also advised that the State of California, through the Medi-Cal Program, offer no-cost or low cost medical, dental, and vision care coverage. For more information about applying for this coverage, parents/guardians may call 1-877-505-4630.

**Specialized Health Care Services**

If a student requires specialized health care services during the school day in order to attend school, such services shall be provided when they are required to meet the student's educational needs. Trained and qualified individuals will perform routine services under the supervision of a school nurse, or licensed physician in accordance with law. Written physician orders, protocols to be followed, and appropriate permission and release of information forms need to be completed by parents/guardians in order for specialized health care services to be provided. When such services are needed, parents/guardians should meet with a school administrator and the school nurse to develop a plan. (Policy S141.24)

**Tobacco Cessation Project**

The purpose of the TUPE program is to reduce youth tobacco use by helping young people grades 6-12 make healthful tobacco-related decisions through tobacco-specific educational instruction and activities that build knowledge as well as social skills and youth development assets.

While the primary focus of the program is tobacco prevention, including e-cigarettes/vape pens, our strategies are comprehensive and include information on alcohol, marijuana, and other drugs. Students are also building a wide variety of important and relevant skills including communication, planning, public speaking, and decision making.

For more information please visit: https://mdusd.org/tupe
INSTRUCTION

To View TK-12 Curriculum Standards
The comprehensive set of standards may be found on the district web page at www.mdusd.org (go to Student Achievement & School Support; standards). Mt. Diablo Unified School District has adopted California’s rigorous content standards that specify what students should know and be able to do at each grade level. In the areas of English/Language Arts and Mathematics certain standards have been designated as “essential” standards as they are foundational for continuous academic progress.

Mt. Diablo Unified School District is committed to providing our students with a curriculum that supports mastery of the standards. Instruction, classroom assessment and materials are aligned with the standards. Professional development enables teachers to refine their skills. Classroom experiences and the learning environment foster success and positive feelings about learning.

This work must be done in conjunction with parents/guardians. Learning is a continuous process that involves the home as well as the school. Children benefit from the knowledge that parents/guardians are interested in and supportive of their educational experience.

The Mt. Diablo Unified School District, in partnership with parents/guardians, staff, students and the community has adopted standards to guide the academic progress of our students. Parents/guardians may also contact the School Support Department at 682-8000, ext. 4024 or the administrator at the school site, for a complete set of standards.

English Language Development Standards
The English Language Development Standards (ELD) used for students learning English are aligned to the California English/Language Arts Standards. You can find the ELD Standards on the district web page at www.mdusd.org (go to English Learner Services and select Standards and Curriculum).

Homework/Makeup Work BP 6154
The Governing Board recognizes that homework serves multiple purposes and contributes toward building responsibility, self-discipline and lifelong learning habits that influence students’ ability to meet the district’s academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students’ lives. (cf. 6011 - Academic Standards)

The Superintendent or designee shall ensure that administrators and teachers facilitate the implementation of an effective homework plan at each school site. The principal, staff and parents/guardians at each school shall develop a comprehensive school site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians.

The plan shall inform parents/guardians as to how much time on homework will be expected by a grade level and/or course and how homework relates to the student’s grades. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Principal or designee shall ensure adherence to the school site homework plan and make it available at the school site. (cf. 4131 - Staff Development)

It is the student’s responsibility to do homework assignments independently, in collaborative study groups and/or make use of other available resources. The Board encourages teachers at all grade levels to work with parents/guardians in a mutually supportive and respectful partnership to help their students succeed in their academic achievement. When students repeatedly fail to complete their homework, parents/guardians shall be notified and asked to contact the teacher. (cf. 5020 - Parent Rights and Responsibilities) (cf. 6020 - Parent Involvement)

Makeup Work BP 6154
Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments, classwork, homework and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. The teacher shall provide the student access to the topics covered during the student’s absence. Teachers shall inform students and parents/guardians of the makeup work plan at the beginning of each grade/course.

(Education Code 48205) (cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences may be given the opportunity to make up missed work assigned by teachers for full or reduced credit. Teachers may assign such makeup work as necessary to ensure academic progress, not as a punitive measure

Legal Reference: EDUCATION CODE
48205 Absences for personal reasons
48913 Completion of work missed by suspended student
48980 Parental notifications
58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:
SBE POLICIES
Parent Involvement in the Education of Their Children, 1994
Policy Statement on Homework, 1995
Homework/Makeup Work  AR 6154

Homework Responsibility

I. Principal/Site Administrator will:
   a. coordinate the development of a comprehensive school site homework plan and involve teachers, students, and parents/guardians in writing this plan. The plan shall be reviewed annually.
   b. communicate the school’s homework plan to teachers, students and parents/guardians. Completed plans will be sent respectively to the office of Elementary Support and the office of Secondary Support for purposes of accountability.
   c. support teachers as they seek to implement the established homework plan.
   d. publish and make available the completed homework plan.

2. Teachers will:
   a. ensure that assignments are relevant to grade level standards and/or course of study.
   b. ensure their objectives, expectations and materials to be covered have been fully explained.
   c. take into consideration the ability range and special needs of students when making assignments.
   d. provide students with assistance in time management techniques to complete multiple assignments.
   e. attempt to minimize overlapping deadlines of major assignments.
   f. communicate clearly to students key dates for long term assignments using age/grade appropriate methods.
   g. communicate to students the impact of homework as a life skill at the elementary level and on grades at the secondary level.
   h. provide students with timely feedback or grades as appropriate.
   i. ensure that homework practice will be consistent with established homework plan for grade level and/or content area.

3. Students will:
   a. listen carefully, record assignments and ask clarifying questions and return homework assignments completed and on time.
   b. complete work independently unless otherwise directed.
   c. use returned homework for a study guide as appropriate.
   d. plan effectively and manage their time by staying focused and on task.
   e. Put forth their best effort to produce quality work.

4. Parents/guardians will:
   a. make every effort to provide appropriate time and place for study.
   b. provide support and encouragement for child to complete homework.
   c. monitor the completion and follow through of their child’s homework assignments.
   d. discourage the use of returned homework as a study guide.
   e. contact the teacher if their child is consistently not able to complete the homework within the time guidelines, or if challenges or questions arise.
   f. help students gather or avail themselves of appropriate Guidelines for School Site Homework Plan.

School sites are encouraged to review research on homework with teachers, parents/guardians and students before writing their homework plan. The Center for Public Education provides a synthesis of various homework research projects that is free from prejudicial language.

Kindergarten – Homework should:
   a. reinforce standards-based skills previously taught in class.
   b. be approximately 10 minutes per night.
   c. additionally include parents/guardians reading to students daily.

Primary Grades (1-3) – Homework should:
   a. reinforce standards-based skills previously taught in class.
   b. help students begin the development of study habits.
   c. be a communication link between home and school.
   d. be approximately 20-30 minutes per night.
   e. additionally include students reading to or with parents/guardians for 10-20 minutes every school night.

Upper Elementary Grades (4-5) – Homework should:
   a. reinforce standards-based skills and content previously taught in class.
   b. provide opportunities to develop personal study habits.
   c. be a communication link between home and school.
   d. be approximately 30-45 minutes per night.
   e. additionally include students reading appropriate literature every school night for 20-30 minutes beyond other assignments.

At the elementary level homework should not be assigned over weekends or school breaks except in case of long-term projects assigned well in advance.

Middle School (6-8) – Homework should:
   a. provide opportunities to develop positive personal study habits.
   b. reinforce the standards-based skills and content taught in class and may also include preview of new material.
   c. stimulate intellectual development resources (library, CDs, DVDs, internet access, etc).
   d. provide opportunities for participation on special projects.
   e. be assigned during the school week on a regular basis. Total homework assignments should have an estimated completion time of 60-105 minutes per night. Advanced courses may require additional time.
   f. additionally include students reading appropriate literature every school night for 20-30 minutes beyond other assignments.
   g. be a component of the grade.

High School (9-12) – Homework should:
   a. provide opportunities to develop positive personal study habits.
   b. include opportunities to learn to use time effectively.
   c. reinforce the skills and content taught in class and may also include a preview of new material.
   d. provide an emphasis on independent research and reports.
   e. stimulate intellectual development.
   f. be assigned during the school week on a regular basis.
Total homework assignments should have an estimated completion time of 120-180 minutes per night. Advanced courses will require additional time.

g. be a component of the grade.

**Makeup Work**
The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

The teacher shall provide the student with an outline of topics covered during the student's absence, at the request of the student, parent or guardian. The teacher is encouraged to provide this information to the student regardless if the request is made or not. Teachers shall inform students and parents/guardians of this at the beginning of each course. (Education Code 48205)

It should be noted that assigned makeup work will extend the time spent on homework as indicated in the grade level areas in the previous section, Guidelines for School Site Homework Plan.

(cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 5145.6 - Parental Notifications)

The teacher of any class from which a student is suspended is not obliged to provide make up work, but may require the student to complete any assignments and tests missed during the suspension for full or reduced credit. (Education Code 48913)

Teachers may assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

**Grades/Evaluation of Student**

**Achievement BP 5121**
The Governing Board believes that grades/rubric scores serve a valuable instructional purpose by helping students and parents/guardians identify the students' areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades/rubric scores that represent an accurate evaluation of the students' achievement.

Teachers shall evaluate a student's work in relation to curriculum standards or course content, which apply to all students at their grade level, not in relation to the work of other students in one particular class. The Superintendent or designee shall establish and regularly evaluate a uniform grading/scoring system, and principals shall ensure that student grades/rubric scores conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

Grades/rubric scores should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of curriculum standards, or course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, homework, tests and portfolios. The Board recognizes that portfolios may be especially useful in assessing how skills, knowledge and thought processes have been combined from a number of different subject areas.

When reporting student grades/rubric scores to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

Behavior, effort and attendance shall be reported in separate evaluations, not in the student's academic grade/rubric scores.

**Unexcused Absences**
If a student misses class without a valid excused absence and does not subsequently turn in homework, take a test, or fulfill a class requirement which he/she missed, the teacher may lower the student's grade/rubric scores for nonperformance.

**Excused Absences**
If a student is absent and that absence is an excused absence, the teacher shall provide to the student the classroom assignments, homework assignments, and an outline of topics covered during class(es) that the student missed, at the request of the student, or parent/guardian. The teacher is encouraged to provide this information to the student regardless of request. Teachers shall inform students and parents/guardians of this at the beginning of each course.

**Grades/Evaluation of Student Achievement**

**AR 5121**

**Definition of Rubric Scores**

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Working below grade level standards; needs continued support and assistance; area of concern</td>
</tr>
<tr>
<td>2</td>
<td>Making progress toward grade level standards; some skills and concepts not yet mastered; inconsistent in application of skills—may need assistance</td>
</tr>
<tr>
<td>3</td>
<td>Consistently meets standards; understands and applies grade level concepts and skills; may occasionally exceed grade level standards</td>
</tr>
</tbody>
</table>
**Definition of Grades**

Grades shall be reported each marking period as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90-100%)</td>
<td>Outstanding Achievement</td>
</tr>
<tr>
<td>B</td>
<td>(80-89%)</td>
<td>Above Average Achievement</td>
</tr>
<tr>
<td>C</td>
<td>(70-79%)</td>
<td>Average Achievement</td>
</tr>
<tr>
<td>D</td>
<td>(60-69%)</td>
<td>Below Average Achievement</td>
</tr>
<tr>
<td>F</td>
<td>(0-59%)</td>
<td>Little or No Achievement</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass</td>
</tr>
</tbody>
</table>

0 not factored in GPA— (only used by exception— see below)

Plus and minus signs are not part of the grading system and are not to be used.

An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the incomplete will become an F.

When a student transfers into a school from outside of the district, there are only two (2) reasons for using a “P” instead of a grade. A “P” is only given to a student who:

1. has entered MDUSD with a “P” instead of a grade on their grade report, and there are only three (3) or fewer weeks remaining in the quarter, or
2. is a student with an IEP on a non-diploma track.

Each teacher, Kindergarten-12, at the beginning of a school year or semester, shall inform students and/or parents/guardians of the grading criteria which shall include but not be limited to standards, procedures and regulations of the class. Grading criteria shall be provided in writing.

Parent/guardian notification in writing or by a documented conference is required when a student is receiving a grade of D or F or is experiencing difficulty with grade level standards.

Each secondary student in danger of failing shall be notified in writing. This applies to each grading period. A student can not receive an F without prior written notification.

Seniors (12th graders) who at any time are in danger of not graduating shall be notified in writing and the report shall be mailed with evidence of receipt returned to the school.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

Criteria for determining grades may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility and promptness
2. Contribution to classroom discussions
3. Demonstration of understanding of concepts on tests
4. Application of skills and principles to new situations
5. Organization and presentation of written and oral reports
6. Originality and reasoning ability when working through problems

**Report On Lifelong Learning Skills**

At the elementary level, marks for lifelong learning skills will be reported each reporting period as:

C = Consistently S = Sometimes R = Rarely

Criteria from determining marks for life long learning skills include:

1. Participates orally at appropriate times
2. Respects others
3. Takes responsibility for actions
4. Actively engages in classroom activities
5. Listens to and follows directions
6. Completes work in a timely manner
7. Works neatly and carefully
8. Works cooperatively with others
9. Organizes self, materials, and belongings
10. Puts forth best effort

**Appealing a Grade**

Education Code 49066 prohibits the changing of a student's grade absent clerical or mechanical mistake, fraud, bad faith, or incompetency, unless the teacher who determined such grade is, to the extent practicable, given an opportunity to explain why such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

1. If there is a serious question arising out of the issuance of a grade to a student, the student or parent/guardian shall contact the teacher to arrange for an appointment to review the circumstances. If the issue cannot be resolved with the teacher, an official request for the review of the grade may be made directly to the principal.
2. If the question is not resolved at the principal level, the parent/guardian may call upon the associate/assistant superintendent who shall investigate the circumstances which have taken place. The assistant superintendent will review and make recommendations for resolving the issue. To the extent possible, the teacher shall be involved in all discussions related to changing the grade. All parties involved shall recognize the importance of confidentiality.
Advanced Placement/Honors Courses/International

Baccalaureate (High School Level)
The district encourages students to take advanced place- ment and honors courses in academic subjects. Students must be presented with information pertaining to the rigor of the work required for successful completion of the class, and the evaluation system, which shall be weighted to reflect the nature of these courses. Grades received in these courses will be counted on the following scale:

\[
\begin{align*}
A & = 5 \text{ points} & D & = 1 \text{ point} \\
B & = 4 \text{ points} & F & = 0 \\
C & = 3 \text{ points}
\end{align*}
\]

Repeated Classes
With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The student shall receive credit only once for taking the course. The highest grade received will be the permanent grade on the student's transcript. This includes courses taken through Adult Education and other approved institutions as validated by the District.

Withdrawal from Classes
Within the first 3 weeks of the school year, a student may change to another course, with parental and administrative approval, without penalty if an appropriate course is available. If the course change is approved the student may receive an average of the grades. A student who drops a course after the first 3 weeks will receive a W/F on their record unless otherwise determined by the principal or designee because of extenuating circumstances. A student parent/guardian/teacher/administrator conference may be required prior to allowing a student to drop a course.

Make-up Work for Excused Absences
Each teacher shall be responsible for his/her own make-up grading procedures. The procedure must contain:

1. Method of informing students of missed work
2. Criteria used for the basis of the grade and emphasis of each criterion
3. Time limitations for make-up work
4. Alternate assignments for work that cannot be made up, such as, field trips, films, etc.

Upon satisfactory completion of the make-up work the student shall be given full credit.

Unexcused Absences
Attendance is fundamental to a student's success in school. The student and parent/guardian shall be notified and informed of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of unexcused absences, school records shall specify that the grade was given because of excessive unexcused absences. (Education Code 49067)

Sex Education Courses or Family Life Education and Sexually Transmitted Diseases including HIV/AIDS education
Instruction in these subjects is included in the curriculum in grade 5 and in grade 7 Science classes and high school Biology and Health Education classes, as well as certain middle and high school Physical Education classes. Materials being used are available for inspection and preview at the District Instructional Media Center, C-2, Willow Creek Center, 1026 Mohr Lane, Concord, Monday through Friday, October 7, 2019 through October 11, 2019, 8:00 a.m. to 4:30 p.m. Monday through Friday, January 27, 2020 through January 31, 2020, 8:00 a.m. to 4:30 p.m. (E.C. 51937, 51938, 51939) Materials are also available online at https://mdusd.org/parentportal.

Use of Animals in Instruction
Science instruction at all levels, but especially grade 7 Life Science and in high school Biology, Zoology, Aquatic Science and Physiology, may include dissection of fresh or preserved specimens of animals or parts of animals. Home economics instruction involving cooking may also use parts of animals. Any pupil with a moral objection to participating in this activity should notify his or her teacher of this objection. A note from the parent or guardian is required to substantiate this objection. The pupil will be excused from the activity and, where possible, an alternative activity will be provided to meet the learning objectives involved. (Instructional Services, 682-8000, ext. 4041) (E.C. 32255)

Individual Instruction for Temporary Disability
Pupils with temporary disabilities including pupils who are in hospitals located within the district may receive instruction upon parent/guardian notification and with medical verification. Contact Home and Hospital at 363-3408. (E.C. 48206.3, 48207, 48208)

Short-term independent study programs are available to students and parents/guardians when family plans require a student to be absent for a minimum of five school days. Teachers will provide alternative assignments for students to be completed during the absence. A written agreement is needed for the independent study program. For more information, contact the school principal or Alternative Education, 682-8000, ext. 3960.

Educational Programs for Students Learning English
State law requires that school districts develop effective and appropriate Language acquisition programs for English Learners to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to pupils on the state-adopted academic content standards including the English language development standards. Programs shall lead to grade level proficiency and academic achievement in both English and another language.
Mt. Diablo has the following Language acquisition programs:

1. **Structured English Immersion** - programs for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.

2. **Developmental Bilingual Program for English I learners** - Instruction is provided in English and the pupil’s native language for literacy and academic instruction (Spanish).

Mt. Diablo has a Spanish Developmental Bilingual program at
the following elementary schools: Bel Air, Cambridge, Meadow Homes, Shore Acres and Ygnacio Valley. This program is for English Learners with Spanish as a primary language. If interested and a resident of the school please ask for the program upon registration. Non-school residents will need to register at their residence school and then apply for an intradistrict transfer with Student Services. Acceptance to the program is based on space available.

3. **Two Way Dual Immersion program** - provides integrated language learning and academic instruction for native speakers of English and native speakers of another language (Spanish), with the goal of high academic achievement, Biliteracy and cross-cultural understanding.

Mt. Diablo offers this program at Bancroft Elementary and Holbrook Language academy. Acceptance to the program is through a lottery system and a separate application. Please contact Student Services for information about transfers and lottery.

**Foster Youth**

MDUSD Foster Youth Services provides assistance for foster youth in Mt. Diablo Unified School District. Please contact MDUSD Foster Youth Services to request assistance for any child living in foster care: (925) 682-8000, ext. 3054, email fosteryouth@mdusd.org. Per California State Law, Assembly Bill 490, foster youth who live in the school attendance area must be enrolled immediately even if fees or materials are owed to the previous school or the child is unable to produce the records or clothing normally required for enrollment such as school records, immunization records, proof of residency, or uniforms (E.C. 48853.5).

When foster youth move, they have the right to continue in their school of origin for the duration of the school year, even if they move outside of district boundaries, if it is in the child’s best interest. If a dispute arises as to the school placement of a foster child, the student has the right to remain in his or her school of origin pending resolution of the dispute (E.C. 48853.5).

Students who move outside of MDUSD boundaries require an Inter-District Transfer application approved by MDUSD Student Services. Students requiring overflow to another school follow standard overflow procedures and waiting lists. Orientations, tours of the school, and personal intro- ductions to peers and staff help students to feel comfortable and welcome at school. Some foster youth are also legally homeless and may be eligible for district or public transportation to/from school. Schools must accept for credit full or partial coursework completed by the pupil while attending public school, juvenile court school, or nonpublic, nonsectarian school or agency (E.C. 48645.5). Foster youth must have access to the same academic resources, services, extra-curricular and enrichment activities available to all students (E.C. 48850(a)). Requests for Special Education assessment may be made by a foster youth’s parent, guardian, foster parent, or other service provider (E.C. 56029; CCR §3021). Assessment plans, IEPs and Section 504 accommodation plans may only be signed by the person who holds educational rights (20 USC §614 (a)(1)(D)). Parental consent and court orders are not needed by case workers and probation officers in order to access a foster child’s school records (E.C. 49076(a)(11)). A foster child’s grade cannot be lowered due to absences caused by a change in placement, attendance at a court hearing, or a court ordered activity (E.C. 49069.5 (g)(h)).

**Homeless Students**

The term “homeless” does not necessarily mean a person is living on the street. Per Federal Law (McKinney Vento/No Child Left Behind), a student is legally homeless if he/she or his/her family is living in any of the following situations:

1) In a shelter, motel, vehicle or campground;
2) On the street;
3) In an abandoned building, trailer or other inadequate accommodation;
4) “doubled up,” i.e. family moved in with another family because they would otherwise lack a fixed night time residence;
5) runaway teenagers and
6) foster youth awaiting placement.

Students permanently living with relatives (kinship care) do not automatically qualify as homeless. Homeless students who live in the school attendance area must be enrolled immediately even if fees or materials are owed to the previous school or the child is unable to produce the records or clothing normally required for enrollment such as school records, immunization records, proof of residency, or uniforms (E.C. 48853.5).

Homeless students must have access to the same academic resources, services, extra-curricular and enrichment activities available to all students (E.C. 48850(a)). Homeless students have the right to continue in their school of origin for the duration of the school years or for the length of time the student or family remains homeless, if this is in the student’s best interest. Students who move outside of MDUSD boundaries require an Inter-District Transfer application approved by MDUSD Student Services. Students requiring overflow to another school follow standard overflow procedures and waiting lists.
Free meals and nutrition already available at school will be provided free of charge. Homeless students are eligible for transportation to/from school. Free regular education school bus transportation may be available - if there is a bus that runs to/from school and the student's home area, and the student meets the transportation distance requirements.

Requests for public transportation to/from school may be made to MDUSD HOPE by school staff. Homeless students are entitled to free tutoring services from a list of approved agencies under our district's Title I "Supplemental Education Services" program. Orientations, tours of the school, and personal introductions to peers and staff help students to feel comfortable and welcome at school. MDUSD designates the Administrator of School and Community Services as the District McKinney Vento/ Homeless Liaison, (925) 682-8000, ext. 3054.

The Superintendent designates the following person as the district liaison for Homeless Students and Foster Youth: Sandra Wohali, Administrator, School and Community Services, Phone 925- 682-8000, ext. 3054.

**Promotion/Acceleration/Retention**

The Governing Board (Policy 5123, EC 48070, and EC 48070.5) expects students to reach high levels of achievement and to progress through each grade within one school year. To accomplish this, instruction should accommodate the indicators of academic achievement shall include but not be limited to:

- Report card standards or grades where applicable
- State Standardized Test
- Teacher documented achievement levels in reading, mathematics and written expression
- Site or district assessments

When a student is identified as being at risk for retention or is recommended for retention, the Superintendent or designee shall provide opportunities for alternative instruction to assist the student in achieving academic proficiency. Such opportunities may include but are not limited to alternative academic courses and supplemental instruction.

When exceptional academic achievement is demonstrated, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

**Testing Accommodations for Students with Special Needs**

All students are encouraged to participate in the state and district testing programs. For students with special needs, the IEP (Individual Educational Plan) or Section 504 plan identifies all necessary and appropriate testing accommodations. All accommodations specified in the IEP or 504 plan will be provided as part of district or state testing.

**High School Grade Level Status Determination and Notification**

Progress toward high school graduation shall be based on the student passing the required and elective subjects necessary to earn the annual required number of credits as outlined by current Board policy. Student promotion, retention and grade level are determined by the cumulative number of credits successfully completed by the student. Therefore, a student must accumulate the following credit totals including those required for each grade level to be promoted to the next grade level:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>COMPREHENSIVE Credit</th>
<th>ALT ED/CONTINUATION Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>0-54</td>
<td>0-100</td>
</tr>
<tr>
<td>10</td>
<td>55-104</td>
<td>101-145</td>
</tr>
<tr>
<td>11</td>
<td>105-164</td>
<td>146-200</td>
</tr>
<tr>
<td>12</td>
<td>165-220</td>
<td>146-200</td>
</tr>
</tbody>
</table>

Progress toward high school graduation shall be based on the student passing the required and elective subjects necessary to earn the annual required number of credits as outlined by current Board policy.

As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who are at risk of being retained and who should be retained in accordance with law, Board policy and administrative regulation.

A student's grade level status will be determined at the site once per year following summer school. Students in the 4th year of high school will have an additional determination made at the beginning of the second semester. Students shall be allowed to participate in grade level designated activities, i.e., Senior Breakfast, Junior Prom, based on achievement of sufficient credit for grade level status, not number of years at the high school level. (Policy & Rule 5123)

A student's grade level status will be determined at the site once per year following summer school. Students in the 4th year of high school will have an additional determination made at the beginning of the second semester. Students shall be allowed to participate in grade level designated activities, i.e., Senior Breakfast, Junior Prom, based on achievement of sufficient credit for grade level status, not number of years at the high school level. (Policy & Rule 5123)
Graduation Requirements

<table>
<thead>
<tr>
<th>Comprehensive</th>
<th>Alternative/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2020 = 220 credits</td>
<td>Class of 2020 = 200 credits</td>
</tr>
<tr>
<td><strong>English</strong> 10 credits</td>
<td><strong>English</strong> 10 credits</td>
</tr>
<tr>
<td><strong>Mathematics</strong> 30 credits</td>
<td><strong>Mathematics</strong> 30 credits</td>
</tr>
<tr>
<td><strong>World History</strong> 10 credits</td>
<td><strong>World History</strong> 10 credits</td>
</tr>
<tr>
<td><strong>U.S. History</strong> 10 credits</td>
<td><strong>U.S. History</strong> 10 credits</td>
</tr>
<tr>
<td><strong>U.S. Government\Economics</strong> 10 Credits</td>
<td><strong>U.S. Government\Economics</strong> 10 Credits</td>
</tr>
<tr>
<td><strong>Career Technical Ed\20 credits</strong></td>
<td><strong>Career Technical Ed\20 credits</strong></td>
</tr>
<tr>
<td><strong>PE\20 credits</strong></td>
<td><strong>No PE Requirement</strong></td>
</tr>
<tr>
<td><strong>Electives\60 credits</strong></td>
<td><strong>Electives\60 credits</strong></td>
</tr>
</tbody>
</table>

*The only Mathematics course requirement by the State of California is Algebra I.
** Students pass 10 credits each in two of the three areas.

When to Report

Child abuse must be reported when a mandated reporter, in his or her professional capacity, or within the scope of his or her employment has knowledge of, or observes a child who the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Knowledge or reasonable suspicion of child abuse is not privileged information, and must be reported. For the purpose of this article, “reasonable suspicion” means that it is objectively reasonable for a person to entertain a suspicion based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse or neglect [P.C. 11166(a)]. Their duty is to report, not to investigate.

Where to Report

The mandated reporter must report known or suspected incidence of child abuse to a Child Protective Agency immediately, or as soon as practically possible by telephone and send a written report within 36 hours of receiving the information concerning the incident. The report may also be made to any police department or sheriff’s department. Once a report is submitted, whether by a staff member or by someone else outside of the school arena, all questions should be submitted to Child Protective Services at (925) 427-8311.

Child Abuse – Parent/guardian Information

Child abuse is essentially any act or failure to act that endangers or impairs a child’s physical or emotional health and development. Under the law, when the victim is a child (under the age of 18) the following types of abuse must be reported by all legally mandated reporters:

- **Physical Abuse:** A physical injury or death inflicted by other than accidental means on a child by another person. (P.C. 11165.6)
- **Sexual Abuse:** Acts of sexual assault and/or the sexual exploitation of minors. (P.C. 11165.1)
- **Physical Neglect:** (P.C. 11165.2) “Severe” or “general” by a person responsible for the child’s welfare. The negligent treatment or maltreatment of a child by a
**ALTERNATIVE PROGRAMS**

Traditional school settings may not be appropriate for all students. Consequently, programs have been developed that are available to students as an alternative to the regular school setting. The following is a list of alternative programs currently available to students, grades K-12. More information on student eligibility and services provided to students can be obtained by calling the telephone numbers provided.

<table>
<thead>
<tr>
<th>Program/Telephone</th>
<th>Eligible Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alternate School Programs:</strong></td>
<td></td>
</tr>
<tr>
<td>Monte Gardens Elementary</td>
<td>Students, Grades K-5</td>
</tr>
<tr>
<td>685-3824</td>
<td></td>
</tr>
<tr>
<td>Sequoia Elementary School</td>
<td>Students, Grades K-5</td>
</tr>
<tr>
<td>935-5721</td>
<td></td>
</tr>
<tr>
<td>Sequoia Middle School</td>
<td>Students, Grades 6-8</td>
</tr>
<tr>
<td>934-8174</td>
<td></td>
</tr>
<tr>
<td><strong>Charter School</strong></td>
<td></td>
</tr>
<tr>
<td>Eagle Peak Montessori</td>
<td>Students, Grades 1-8</td>
</tr>
<tr>
<td>676-2044</td>
<td></td>
</tr>
<tr>
<td>Foster Youth Program</td>
<td>Students in foster placement</td>
</tr>
<tr>
<td>682-8000, ext. 3054</td>
<td></td>
</tr>
<tr>
<td>Home and Hospital Program</td>
<td>Students having a medical release from school for a min of 2 wks.</td>
</tr>
<tr>
<td>363-3408</td>
<td></td>
</tr>
<tr>
<td>Crossroads High School</td>
<td>Pregnant &amp; Parenting Teens</td>
</tr>
<tr>
<td>689-6852</td>
<td></td>
</tr>
<tr>
<td><strong>Continuation High Schools:</strong></td>
<td></td>
</tr>
<tr>
<td>Olympic High School</td>
<td>Students age 16 - 18.</td>
</tr>
<tr>
<td>687-0363</td>
<td></td>
</tr>
<tr>
<td>Program specializes in individualized instruction, community volunteer programs, and independent study options. Primarily for students who are deficient in graduation credits.</td>
<td></td>
</tr>
<tr>
<td><strong>Small Continuation High Schools Students age 16 - 18:</strong></td>
<td></td>
</tr>
<tr>
<td>682-8000, x4167 District Office</td>
<td></td>
</tr>
<tr>
<td>Prospect 682-8000, x3999</td>
<td>Summit 687-0991</td>
</tr>
<tr>
<td><strong>Horizons: Home Independent Study</strong></td>
<td></td>
</tr>
<tr>
<td>682-8000 ext 3950</td>
<td></td>
</tr>
<tr>
<td>Students in grades K-8 and older students on an exceptional basis. Program establishes a home study program where the parent/guardian delivers instruction with district support.</td>
<td></td>
</tr>
<tr>
<td><strong>Gateway Home Independent Study</strong></td>
<td></td>
</tr>
<tr>
<td>458-1316</td>
<td></td>
</tr>
<tr>
<td><strong>Horizons: Center for Independent Study</strong></td>
<td></td>
</tr>
<tr>
<td>682-8000 ext 3960</td>
<td></td>
</tr>
</tbody>
</table>

Students in grades 7-12. Students enrolled in Horizons meet with a teacher on a weekly basis and study independently every day.

**Adult Education for High School Students**  
685-7340, ext 6745

**HIGH SCHOOL and GED**  
**Concurrent Students**

Students currently attending a comprehensive high school can enroll in credit recovery classes at MDAE. MDAE offers concurrent classes in the fall, spring and summer.

**Classes Offered:** US History, World History, Gov't./Econ, Algebra I, English, and Geometry (summer only).

**Class times:** Fall and spring classes meet twice a week from 3:45-6:00 p.m.

**Registration:** Prior to each term, MDAE applications are sent to the registrar at each school site. The application must be filled out by the school and signed by the parent and student. Registration dates and times are located on the back of the application. Students must come to Mr. Diablo Adult Education at the Loma Vista site on the day of registration to submit their application. High School Seniors are given first priority for enrollment. Juniors may be enrolled if space is available. A strict attendance and behavior policy is enforced.

**Non Graduating Seniors**

Students who have not completed their credits prior to their graduation date, have first priority for enrollment in the MDAE summer school classes. Students who complete the classes and are still credit deficient are invited to continue in the MDAE Academic program as adult students.

**Graduation Requirements and Information:**

- The graduation requirement is 200 credits
- Drivers’ education credits are not counted in the graduation requirement.
- Students will be informed about our GED and high school equivalency programs and will work with the program coordinator to develop a graduation plan.
- Classes for both high school diploma and high school equivalency are offered in the mornings and evenings.
- Online classes are available
- MDAE has a formal graduation ceremony for both HSD and GED students in June of each year.

**Diablo Community Day School**  
676-6862

Students are referred via expulsion, administrative placement or referral by the School Attendance Review Board (SARB). Program specializes in individual instruction with emphasis on appropriate social skill development.

**College Now/Middle College**

Students in grades 11 and 12 can apply for our College Now Dual Enrollment Program. Students take a combination of high school and college courses at Diablo Valley College. Students who apply must exhibit a high level of maturity and motivation and be eager for a rigorous academic experience. Applicants must also have a history of satisfactory attendance and behavior to qualify for the program and be on track to
graduate. Students need to complete 110 credits by the end of 10th grade. For more information about this new program, contact your student’s high school counselor.

**SPECIAL EDUCATION**

Children with exceptional needs that cannot be met through accommodation of the regular school program may be eligible for special education programs and related services. Every school district must provide appropriate special education services for individuals with exceptional needs who reside within the district boundaries. Public schools provide special education and related services for children who have been appropriately referred and identified as requiring special education and services. All eligible children must be provided an appropriate educational program without cost to parents/guardians. To the maximum extent possible, individuals with exceptional needs must be educated in a program that promotes maximum interaction with the general school population. (E.C. 56040, 56040.1) Students will be served in the least restrictive environment and in the event a student cannot be served at his/her school of residence, every attempt will be made to provide services at the school nearest to the student’s home.

The rights of individuals with exceptional needs (and their parents/guardians) with regard to decisions involving assessment, educational placement, and program review include, but are not limited to, the following:

- Children may not be placed in special education programs or receive related services until an assessment of eligibility and special needs has been completed.
- Parents/guardians must receive written notice of the proposed assessment plan and give informed written consent before assessment of their child is conducted or before their child is placed in a program. A report of the results of such an assessment must be provided to the parents/guardians.
- Parents/guardians must be provided an opportunity to meet with appropriate school personnel at the parents’ request regarding provision of special education instruction and services, and they may bring an appropriate representative with them.
- Individuals with Disabilities Education Act (IDEA) of 2007 mandates the opportunity for parents/guardians to participate in the development of their child’s Individualized Education Program (IEP) and in the annual review of that program.
- Parents/guardians must consent to the Individualized Education Program before their child is placed in a special education program.
- Parents/guardians who disagree with the proposed Individualized Education Program (IEP) or feel that they have been denied any of their rights, have the right to resolve their dispute through local mediation, a premediation conference, or an impartial due process hearing. Parent’s request for a premediation conference or due process hearing must be made in writing to the district. Contact the Alternative Dispute Resolution Office or the Parent/guardian Liaison Office for additional information.

Parents/guardians may request a review of their child’s program at any time. Staff has 30 days in which to schedule the IEP.

Parents/guardians must receive written notice in the primary language of the home before any change is made in their child’s placement.

Any individual, public agency, or organization may file a written complaint with the Superintendent if they believe a violation has occurred of federal or state law governing special education or related services for an individual pupil.

The Community Advisory Committee (CAC) for Special Education is a group of parents/guardians and school personnel who meet monthly to discuss issues related to special education. The CAC supports activities on behalf of individuals with exceptional needs, encourages parent/guardian involvement in the development of the district Special Education Local Plan, advises the MDUSD School Board on the annual development, amendment, and review of the local plan, and recommends the annual priorities to be addressed by the local plan. The CAC also provides for parent/guardian education. Parents/guardians needing more information about the CAC or wanting to contact other parents/guardians of individuals with exceptional needs may call the Parent/guardian Liaison’s office at 682-8000, ext. 4297. The CAC meets the first Tuesday of the month in the District Board Room.

**SECTION 504 OF 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 Rehabilitation Act of 1973 prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Regulations require that school teams evaluate students to determine eligibility for a Section 504 Plan. The school team is also responsible for determining what accommodations are needed to provide a student with disabilities equal access to educational opportunities. If a parent/guardian believes their student has a disability that substantially limits a major life activity, the parent/guardian should contact the student’s administrator to discuss their concern.
Notice of Parent/Guardian and Student Rights

Under Section 504, a student with a disability is a student who has a physical or mental impairment that

1. substantially limits a major life activity
2. has a record of such an impairment, or
3. is regarded as having such an impairment.

Major life activities under Section 504 include but are not limited to: caring for oneself, bending, performing manual tasks, speaking, seeing, breathing, hearing, learning, eating, reading, sleeping, concentration, walking, thinking, standing, communicating, lifting, and working.

The enabling regulations for Section 504 as set out in 34 Code Federal Regulations (CFR) Part 104 provide parents/guardians and/or eligible students with the following rights:

1. Parents/guardians have a right to be informed by the school district of their rights under Section 504 (the purpose of this notice form is to advise you of those rights.) (34 CFR 104.32.)
2. Students have the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students. (34 CFR 104.33.)
3. Students have the right to free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. 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. Students have a right to placement in the least restrictive environment. (34 CFR 104.34.)
5. Students have a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 CFR 104.34.)
6. Students have a right to an evaluation prior to an initial placement and any subsequent significant change in placement. (34 CFR 104.35.)
7. Testing and other evaluation procedures must conform to the requirements of 34 CFR as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent/guardian observations, and anecdotal reports. (34 CFR 104.35.)
8. Placement decisions must be made by a group of persons (i.e. the Section 504 Committee), including persons knowledgeable about your student, 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 student has a right to reevaluations every three years. (34 CFR 104.35.)
10. Parents/guardians have the right to prior notice to any action by the district in regard to the identification, evaluation, or placement of your student. (34 CFR 104.36.)
11. Parents/guardians have the right to examine relevant records. (34 CFR 104.36.)
12. Parents/guardians have the right to an impartial hearing with respect to the district's actions regarding your student'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 parents/guardians wish to challenge the actions of the district's Section 504 team in regard to a student's identification, evaluation, or educational placement, they should file a written Notice of Appeal with the district's Section 504 Coordinator, Director of Student Services, Mt. Diablo Unified School District, 1936 Carlotta Drive, Concord, CA 94519, within 30 calendar days from the time of receiving written notice of the Section 504 team's action(s).
14. Parents/guardians challenging the 504 Team's decision pursuant to Item #13 above have the right to an appeal process, including administrative review and a hearing before an impartial hearing officer to address their concerns. Upon receipt of parents’ appeal, the District 504 Coordinator shall provide Parents/guardians with notice of the District’s appeal process, including the right to an impartial hearing.
15. If parents/guardians disagree with the decision of the impartial hearing officer, they have a right to a review of that decision. (34 CFR 104.36.)
16. On Section 504 matters other than the student's identification, evaluation, and placement, parents/guardians also have a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
17. If you have Section 504 questions or concerns please contact your student's school site administrator or

Linda Pete
Administrator, Student Services
1936 Carlotta Drive, Concord, CA 94519
(925) 682-8000, ext 4061
pete@mdusd.org
Parents/guardians also have a right to file a complaint with the Office of Civil Rights. The address of the Regional Office that covers California is:

U.S. Department of Education
Office for Civil Rights, San Francisco Office
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Phone: (415) 486-5555
FAX: (415) 486-5570
TDD: (800) 877-8339
email: ocr.sanfrancisco@ed.gov

UNIFORM COMPLAINT PROCEDURES

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties

The Mt. Diablo Unified School District annually notifies our its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process. Mt. Diablo Unified is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP in:

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A pupil fee includes, but is not limited to, all of the following:
1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee.

A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an educational activity.

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

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, and former juvenile court pupils now enrolled in a school district as specified in EC Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

The staff member, position, or unit responsible to receive UCP complaints in our agency is:

Jennifer Sachs
Executive Director, Instructional Support
1936 Carlotta Drive Concord CA 94519
Phone: (925) 682-8000, ext. 4016
Email: sachsj@mdusd.org

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.
The complaintant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

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

Copies of our Uniform Complaint Procedures process shall be available free of charge.

**APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION**

You may appeal Mt. Diablo Unified School District's decision to the California Department of Education (CDE) by filing a written appeal with the State Superintendent within fifteen days after receiving Mt. Diablo Unified School District's decision.

The appeal must:

1. Specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law is misapplied.
2. Include a copy of the original complaint and a copy of Mt. Diablo Unified School District's decision.

**CIVIL LAW REMEDIES**

Civil law remedies may be available under state or federal discrimination laws, if applicable. A complainant may pursue available civil law remedies outside of Mt. Diablo Unified School District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions, restraining orders, or other remedies that may be available under state or federal discrimination, harassment, intimidation, or bullying laws.

If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Governing Board at a regularly scheduled hearing. (Ed Code 35186)

For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of students, a complainant who is not satisfied with the resolution proffered by the principal, Superintendent, or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the report. (Ed Code 35186; 5CCR4687)

To file any appeal please contact:
Robert A. Martinez, Ed. D, Superintendent
1936 Carlotta Drive, Concord, California 94519
Phone: (925) 682-8000 x4000 Fax: (925) 689-1649
Email: martinezr@mdusd.org

**TITLE IX - COMPLAINT PROCEDURE**

Title IX, of the Education Amendments of 1972, prohibits gender discrimination in education. No discrimination between the sexes shall be permitted in curricular or extracurricular activities including intramural and interscholastic sports, privileges and other advantages. Separate provisions may be made as allowed by law.

If questions or concerns arise regarding the district's compliance to Title IX, parents/guardians are encouraged to discuss them with the school principal. Parents/guardians are also advised that complaint forms are available at each school site or by calling the Assistant Superintendent for High School, at 682-8000, ext. 4450.

**WILLIAMS Case Notice**

Notice to Parents/Guardians, Students, and Teachers:
Complaint Rights
Parents/Guardians, Students, and Teachers:
Education Code 35186 requires that the following notice be posted in each classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.

2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe, and functional as determined by the Office of Public School Construction.

3. There should be no teacher vacancies or misassignments as defined in Education Code 35186(h)(2) and (3).

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

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

4. To file a complaint regarding any of the above matters, complaint forms can be obtained at the principal's office, district office, or can be downloaded from the school from the school district's website at: www.mdusd.org or California Department of Education's website at http://www.cde.ca.gov/eo/ce/wc/index.asp.
ATTENDANCE - Address Verification

Families are required to have three original forms of residency verification on file, one of which must be a photo ID. A copy of certain documents is acceptable (see *below).

Examples of appropriate address verification are listed below. Reasonable evidence of residency may be established by documentation including, but not limited to, any of the following: (Education Code 48200)

To register a student, the parent/legal guardian must supply (3) types of ORIGINAL (no copies)* documentation.

1. Parent/guardian Picture ID:
   a. Current California State Driver’s License
   b. Current California ID Card
   c. Valid Passport or Consulate-Issued Picture ID
   d. Credencial Para Votar
   e. Statement of Residence

and must provide one (1) from each section or two (2) for either section two or three.

2. ONE of the following ORIGINAL DOCUMENTS with parent/guardian’s name and address:
   a. Current valid vehicle registration
   b. State or Federal Tax Return (computerized or copy of original) filed within the past 12 months with W-2 forms (a) attached. Business returns do not meet residency requirements. *(computerized or original copy)
   c. Current voter registration receipt
   d. Other forms of identification or communication from a government agency

3. ONE of the following ORIGINAL DOCUMENTS with parent/guardian’s name and address:
   a. Property Tax Bill with parent’s name and property address indicating home owner’s exemption
   b. Rental/Lease Agreement with parent’s name, student’s name and address, as well as manager or owner’s name and phone number (verification required)
   c. Payroll stubs/checks.

Utility (PG&E, water, etc.) P.O. Box, telephone bills, or deeds are NOT VALID residency verification documents.

When presented with a substitute address designated by the Secretary of State for victims of domestic violence or stalking residing within district boundaries, the Superintendent or designee shall accept and use the substitute address for all future communication and correspondence and in all public records. (Government Code 6207)

All required documents must be submitted and receive approval within ten (10) calendar days from the initial date of registration. The school is to enroll a student without the required documents allowing parents/guardians to submit the required verification documents and receive enrollment verification clearance within the ten (10) day grace period.

If any district employee reasonably believes that the parent/guardian of a student has provided false or unreliable evidence of residency, the Child Welfare and Attendance Liaison shall make reasonable efforts to determine whether the student meets legal residency requirements.

Children not residing within the district boundaries may be served when an interdistrict agreement has been approved by the district and the district of residence. When a school official receives information that a child may not actually reside in the school’s attendance area, a Child Welfare, and Attendance Liaison may visit the home to verify a child’s residence.

Intradistrict Open Enrollment

The district has established an open enrollment policy that allows parents/guardians who reside within the district to apply to enroll their child in any district school having space regardless of the child’s residence within the district. The number of intradistrict applications accepted under this policy is limited to the number of spaces available at the school requested. The governing board will annually determine the capacity of each school. The District uses a random, public lottery for considering applications. The process prohibits any evaluation of a student’s academic or athletic performance. To be eligible for this intradistrict enrollment process, online applications must be submitted between October 15 to November 15. Intradistrict transfer online applications are available at: www.mdusd/student services.

Students shall be enrolled in school using the following guidelines on the priority process:

a. First Priority: Intradistrict Transfer Requests from Siblings of students currently enrolled in school of request. Siblings must share a year at the same school.

b. Second Priority: Students whose parent/guardian is assigned to that school as his/her primary place of employment. Priority criteria will only apply for the duration of the parent/guardian’s employment at that site. To be eligible, employees must have a regular assignment of 10 hours per week or more.

c. Third Priority: A cohort is a group of students moving from one level to another. For example, Riverview to Mt. Diablo High, Valley View to College Park, El Dorado to Concord High, and Foothill to Northgate. It also includes the various feeder patterns traveling from elementary school to middle schools.

d. Fourth Priority: Academic Program Pathways are currently in development, but include a continuation of a specialized program such as International Baccalaureate or Dual Immersion.

e. Fifth Priority: Choice. All students who are residents of the district not described above.
If a student attends an elementary or middle school on an Intradistrict transfer, the student is not automatically eligible to attend the middle or high school from that school's feeder pattern. When changing grade levels from elementary to middle or middle to high school, an intradistrict transfer online application must be submitted within the required timelines from October 15 to November 15, to the Student Services Office, in order for the student to be eligible to attend the middle or high school of their choice.

Online applications for intradistrict transfers submitted after the November 15th deadline will only be considered under Harmful or Dangerous Special Circumstances including victim of a violent criminal offense or from a school designated as persistently dangerous, a change of address or new students who move within the MDUSD boundaries.

**Harmful or Dangerous Special Circumstances — Persistently Dangerous Schools and Students Who Are Victims of a Violent Criminal Offense**

A decision to grant priority for attendance outside a student’s current attendance area because of harmful or dangerous special circumstances will be considered based upon one of the following: (Ed Code §35160.5)

- a) A written statement from a representative of an appropriate state or local agency, including but not limited to a law enforcement official, social worker; or properly licensed or registered professional psychiatrist, psychologist, marriage and child counselor, physician, or other professional.

- b) A court order, including a temporary restraining order and injunction.

- c) Principals or parents/guardians may request a change of schools for a student for safety reasons. In addition, parents/guardians and students may request a transfer from a school designated by the State as persistently dangerous or when a student is a victim of a violent crime. All requests, with documentation, will be forwarded to the Director, Student Services.

Intradistrict Transfers, once approved, shall be valid through grade 5 for elementary students; grade 8 for middle school students; and grade 12 for high school students. Students admitted on an Intradistrict Transfer to a particular school, shall be considered residents of the attendance area for the duration of their Intradistrict. However, students on Intradistrict Transfers can be displaced prior to September 15 of each school year by students who reside in the school's attendance area. (AR 5116.1)

**Unassigned High School Area Attendance - Clayton Valley High School**

On November 16, 2016, MDUSD Board of Education approved the following: “parents and their students in the Diablo View and Pine Hollow Middle School attendance areas be granted resident status rather than unassigned status by selecting one of the following high schools as their home high school: College Park, Concord, Mt. Diablo, Northgate or Ygnacio Valley, taking into consideration classroom space and classroom size.”

The online application is available at our district website: www.mdusd.org/studentservices. Once enrolled in the high school of choice, this school becomes the student's resident high school through 12th grade.

**Intradistrict Transfers (BP5117)**

Pursuant to Education Code 46600-46611, it is policy of the governing board of the Mt. Diablo Unified School District to admit to its schools or classes pupils who reside in another school district. The district shall not knowingly accept pupils who are not district residents without an interdistrict attendance permit. Intradistrict transfers may be permitted only when one or more of the following condition exits:

1. It is the pupil's last year of attendance in the same elementary, middle, or high school.
2. The parents or guardian of the pupil provide physical proof of their imminent move into or out of the Mt. Diablo Unified School District.
3. The child care needs of a pupil may be considered for grades TK to 8th.
4. Parents/Guardians of pupils are employed within the boundaries of the requested school district. Parents/guardians are to present proof of employment and location. The parent/guardian must present proof of employment annually.

Once an interdistrict attendance agreement based on employment is entered into, the receiving district shall allow that pupil to attend school through the twelfth grade if the parent or guardian so chooses, subject to paragraphs (1) to (7), inclusive of subdivision (b) of Section 48204.

5. Attendance at a school within the district of residence will impose a significant hardship upon the pupil. Individual hardship cases will be considered on their merit.
6. Transportation is not provided for students attending on Interdistrict agreements.
7. Students admitted by Interdistrict agreement may continue attending district schools only as long as they do academically acceptable work, attend regularly, and obey school rules.

**Displacement Notice**

Pupils admitted to the district on an Interdistrict transfer are deemed to be residents of the school district for the period of the transfer agreement. Such pupils are not considered residents of the school in which they enroll. As such, these pupils may be displaced prior to September 15 of each school year by pupils who reside in the school's attendance area. (BP 5117)

**Regarding Establishing Residency through Parent/Guardian Employment**

Pursuant to BP5117 and Education Code 48204, the school district to which a parent or guardian has applied for an interdistrict transfer through eligibility established by employment in that district may prohibit the transfer if the district determines that the cost of educating the pupil would exceed the amount of additional state aid received as a result of the transfer.
Regarding Timelines for District Action

- Pursuant to District Policy 5117 and Education Code 46601, interdistrict requests submitted for the current school year will receive district action and the parent/guardian provided with written notification within 30 days from the date on which the request was submitted.
- For interdistrict requests submitted for the following school year, written notification of district action taken must be given no later than 14 calendar days after the beginning of the academic school year.

School Attendance

Compulsory education laws require that students, age 6-18, attend school. Parents/guardians are, therefore, required to notify the school following a student’s absence to permit school officials to determine whether the absence can be excused and to identify truant students.

In accordance with Education Code section 48205, students absent from school for any excusable reason, including illness, shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided. Upon satisfactory completion within a reasonable period of time, their work shall be given full credit. The teacher of the class from which the student was absent shall ensure that make-up tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Reasons for excusing a student absence will include:

1. Illness or injury of the student, or serious illness which necessitates the absence of the student.
2. Student attendance at a medical, dental, optometric, or chiropractic appointment.
3. Student attendance at the funeral service of an immediate family member.
4. A quarantine imposed by a city or county health official.
5. Student service on a jury.
6. Up to five days to obtain required immunizations.
7. Exclusion from school due to head lice, lack of immunization, or physical examination.
8. Appearance in court.
9. Observation of a holiday or ceremony of his/her religion.
10. Employment interview or conference.
11. Illness or medical appointment of a child when the student is the custodial parent/guardian.
12. A confidential medical appointment for students in grades 7-12. (E.C. 46010.1)
13. Other such reason as the principal may consider justifiable when requested in advance.

To have a student’s absence excused, parents/guardians will need to follow school procedures in contacting the school office within a 72-hour period following the student’s return to school.

Strategies for Good Student Attendance

The following are effective ways that parents/guardians can help maintain good attendance for students. Since regular attendance is vital to school success, parents/guardians are encouraged to use them at home.

1. Expect your son/daughter to attend school on a regular basis.
2. Understand that absence from school is detrimental to student learning. Students miss important learning opportunities when they are absent. Not only is instruction lost, but important group discussion and class activities that cannot be duplicated are lost.
3. Get the cooperation of doctors, dentists, and other health professionals in scheduling appointments after school hours.
4. Offer incentives at home for perfect or near perfect attendance.
5. Work with school officials if there are attendance problems.
6. Emphasize the idea that good attendance is a student responsibility.
7. When an unavoidable absence of at least five days is known in advance, request an independent study contract from the school to provide class work during the absence.
8. Parents/guardians may also monitor attendance by contacting the school or by requesting a weekly progress report.

Absences for Religious Purposes

Students shall be excused from school for such purposes no more than four days per school month and, in each case, the student so excused shall attend a minimum school day as established by the Mt. Diablo Board of Education. (E.C. 46014)

Truancy Defined: Students shall be classified as truant if they are absent from school without a valid excuse on 3 days in one school year or tardy in excess of 30 minutes without a valid excuse on 3 occasions in one school year. (School absence includes missing any single class period within the school day.)

Truancy Intervention & Reducing Chronic Absenteeism

California compulsory education law requires everyone between 6 and 18 years of age to attend school, except 16 and 17-year-olds who have graduated from high school or passed the California High School Proficiency Exam and obtained parental permission. Some students, however, violate the compulsory education laws and have a pattern of unexcused absences. Students are referred to the District School Attendance Review Board (SARB) if they have persistent attendance problems and when the normal avenues of classroom and school interventions have failed to resolve the problem.
Chronic absence is a measure of how much school a student misses for any reason. It is a broader measure than truancy, which only tracks unexcused absences. Starting in the early grades, chronic absence levels can reach remarkably high levels. National data suggests one in 10 kindergartners misses a month of school every year. In some districts, it runs as high as one in 4. The rates only get higher by middle and high school when truancy grows worse.

- Research backs up the common sense notion that children will do worse in school if they aren’t in class to learn. An analysis of national sample of chronically absent kindergarten students (those missing 10 percent of school days) revealed lower academic performance when they reach 1st grade.
- Among poor children, who lack the resources to make up lost time, chronic absence in kindergarten translated into lower 5th grade achievement.
- By 6th grade, chronic absence begins to predict high school dropout rates, a study of Baltimore students showed.
- By ninth grade, missing 20 percent of school can better predict of dropout than eighth-grade test scores, Chicago researchers found.
- Along with behavior problems and failure of core academic courses, poor student attendance is a critical early warning signs of dropout. Low-income children are disproportionately affected by chronic absence in the early grades. They are more likely to miss too much school and more likely to fall behind in academics, particularly reading, which is the focus of instruction in the primary grades.

The District SARB Board is chaired by a Student Services Administrator and composed of representatives from law enforcement, probation, various youth service agencies, members from the community, welfare, and district nurses. The SARB Board will meet with the referred student and their parents/guardians to identify a solution or appropriate resources to help resolve the truancy issue. All students and parents/guardians are placed on a SARB contract. Once placed on the contract, the student and the parent/guardian are allowed an appropriate amount of time to comply with the SARB contract directives.

SARB’s goal is to assist students and families in alleviating those factors that interfere with their compliance with the compulsory attendance mandate. If the student and parent or guardian, however, does not comply with SARB assistance or follow school attendance laws, and the student does not attend school regularly, SARB will take the necessary steps to enforce compulsory laws.

**Education Code 48260.5 requires the district to inform parents or guardians when a student has been declared a truant and that:**
- They are obliged to compel their student to attend school.
- Parents/guardians who fail to do so may be guilty of an infraction and subject to prosecution.
- Alternative educational programs are available in the district for students age 16 and older.
- It is necessary to call the school to discuss the truancy.
- The parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
- It is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.
- The student may be subject to prosecution under Education Code 48264.
- The student's driving privilege may be subject to suspension, restriction or delay pursuant to Vehicle Code 13202.7
- Parents/guardians may be asked to attend classes with the student for the day.

Students can also be referred to Martinez Juvenile Court where they could be ordered to attend additional programming and/or:
1. Perform 40 hours of after school community service or attend 40 hours of tutoring;
2. Pay a fine which the parent/guardian is jointly liable. Fines have ranged from $100 - $300;
3. Placed on ankle monitor;
4. Have their driver’s license suspended or their eligibility to apply delayed. (VC 13202.7)

Education Code 48293 stipulates that parents/guardians are now subject to being cited to municipal court, and fined up to $500.00 for failure to appear before SARB or failure to comply with SARB directives.

For more information on truancy intervention and improving student attendance prevention programs, call the MDUSD Student Services Office at 682-8000, ext. 4061.

**DISTRICT POSITIVE BEHAVIOR TEAM**

**Philosophy and Purpose** AR 5113.12(c)

The District Positive Behavior Team is designated to bring together district staff, various partners and agencies to recommend appropriate strategies/placement for students referred with 10 or more days of cumulative suspensions. The format is similar to the School Attendance Review Board or a Coordinated Care Team at the district level. The District Positive Behavior Team is an intervention for students exhibiting chronic behavioral difficulties or when the severity of a single act warrants district intervention as an alternative to expulsion. District Positive Behavior Team generated plans for students may include recommendation for a change of placement (administrative placement, involuntary transfer, or voluntary transfer), strength based activities, and counseling referrals. The goal of the District Positive Behavior Team is to find a solution that supports success for the student. Positive Behavior Team is to find a solution that supports success for the student.
**Criteria**
The District Positive Behavior Team will review student discipline referrals, including but not limited to suspensions. The referred students will be identified as “at risk” due to multiple offenses and violations that have resulted in a series of suspensions during the school year. The school has identified that the student has repeatedly violated the behavior code and prior interventions have not altered the student behavior. Therefore, continuing violations could result in a recommendation for student expulsion.

**Meetings**
The District Positive Behavior Team will meet for 3 hours at least twice a month as needed.

**Procedures**
A referral packet is received by Student Services at least 2 weeks prior to the scheduled District Positive Behavior Team.

A complete referral packet contains:
- Application form including interventions, accommodations, modifications, and parent/guardian contacts
- Activity Tracker
- Attendance Record
- Special Education information including current IEP and Psych Report
- Section 504 Information
- Academic Record including transcript and testing information

Parents/Guardians are notified by certified mail of the date and time of the hearing.

At the hearing, the referring school representative presents a short summary of the student’s case. The student and their parents/guardians should attend and participate in the process. Information is shared and questions answered. The committee deliberates and determines a plan. This plan is written into an agreement signed by the committee chairperson, student, and the parent/guardian. A review date will be included in the plan to monitor the progress of the student toward meeting the expectations agreed upon. Should there be continued violations of the provisions of the agreement; the site administrator may pursue a recommendation for expulsion.

**EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES**

“Mt. Diablo Unified School District welcomes the participation of all students, parents/guardians and community members in all District sponsored activities conducted on campuses or at off-site locations. The District will work diligently to see that these activities are not limited by physical access barriers, thereby ensuring the opportunity for participation by all in these activities.”

California Education Code section 35160.5(s)(1) defines “extra-curricular activities” as including all of the following characteristics:

- The program is supervised or financed by the school district.
- Pupils participating in the program represent the school district.
- Pupils exercise some degree of freedom in either the selection, planning or control of the program.
- The program includes both preparation for performance and performance before an audience or spectators.

“Extra-curricular activity” is not a part of the regular school curriculum, is not graded, does not offer credit and does not take place during classroom times. EC 35160.5(a)(2).

“Co-curricular activity” is defined as a program that may be associated with the curriculum in a regular classroom. EC35160.5(a)(3).

In order to ensure that all students and their families are aware of and have access to these activities, parents/guardians and students should:

- Listen to announcements given at school.
- Read all informational fliers and school bulletins.
- Contact the Office Manager or Principal if questions arise or more information is needed.

For students who have an Individualized Education Plan (IEP), the topic of extra curricular and cocurricular activities should be an agenda item at the IEP meeting.

**Eligibility Requirements**

To be eligible to participate in extracurricular and cocurricular activities, students in grades 6 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

- Maintenance of a minimum of 2.0 grade point average on a 4.0 scale.
- Maintenance of minimum progress toward meeting high school graduation requirements.

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. The Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.

The Superintendent or designee may revoke a student’s eligibility for participation in extracurricular and cocurricular activities when the student’s poor citizenship is serious enough to warrant loss of this privilege.
ENFORCEMENT

Parents/guardians are advised that the district is not re-ponsible for any personal property of a student that is lost or stolen. Additionally, the district is not responsible for vandalism to automobiles or bicycles that are stolen or vandalized while parked on school property.

VISITORS ON CAMPUS

Parents/guardians who wish to visit a campus site during school hours should make prior arrangements with a site administrator or designee. Visitors who seek a conference with a teacher should request that an appointment be scheduled. Teacher conferences shall be set within a reasonable time of the request. Parents/guardians shall not contact students in a confrontational or accusatory manner on District sites. Parents/guardians must sign in at the school office when arriving on campus.

INTERVIEWING AND PHOTOGRAPHING STUDENTS

From time to time, the media may wish to interview or photograph students when covering educational events at school. We want you to be aware that your child could be interviewed or photographed in such situations. Please notify your principal in writing if you do not want your child to have such contact with the media.

ZERO TOLERANCE FOR DRUGS AND WEAPONS PROJECT

The Board of Education has adopted a Zero Tolerance for Drugs and Weapons Project. The goal of this project is to make all schools free of weapons and drugs. Keeping schools safe and drug-free for all students is a high priority. As important partners, parents/guardians and students are asked to discuss the importance of safe and drug-free schools and to pledge their support to keep schools free of drugs, violence, weapons, and other injurious objects.

The Project

The Zero Tolerance for Weapons and Drugs Project is an agreement between school and district staff, law enforcement agencies, juvenile justice officials, parents/guardians, and students stating that weapons and the possession, use, furnishing, sale, or attendance at school under the influence of an illegal drug or identified substances will not be tolerated on school grounds. Appropriate educational and support services are provided to students, parents/guardians, and school staff. All stakeholders are asked and expected to help prevent youth violence and substance abuse at schools.

Enforcement of the Project

When a student is found to possess a weapon or possess, use, furnish, offer for sale, or attend school under the influence of an illegal drug or identified substance, school administrators, police, and juvenile justice officials will act together and take the following immediate actions:

• A school administrator will immediately remove the student from school activities.
• When required by state law, the school administrator will immediately notify the police. Parent(s) / guardian(s) will also be notified.

• The school administrator will immediately initiate appropriate referral and disciplinary actions as required by law and district policy, including school suspension and consideration for expulsion.
• Immediate actions taken by the police officer may include the issuing of a citation, removal from school, and/or transfer to Juvenile Hall where a probation officer will review the case to determine an initial disposition. Prior to taking action, the administrator and police officer will meet with the parent(s) / guardian(s) and student, unless circumstances prevent such a meeting.
• The juvenile justice system takes appropriate follow-up actions.

DEFINITIONS:

Illegal drugs and identified substances include, but are not limited to alcohol, marijuana, hallucinogenic substances, cocaine and cocaine related substances, methamphetamine, narcotic drugs, and anabolic steroids. The use of any tobacco product; the abuse of any household substances, such as using glue or whiteout as inhalants; and the misuse of prescriptive or nonprescription medications will also be treated as serious violations of this project’s prohibition of illegal drugs.

Weapons and prohibited objects include, but are not limited to firearms and firearm imitations, all knives, explosives, ammunition, stun guns, tear gas weapons, BB/pellet guns, spot marker guns, ice picks, and razors. Any object not normally considered a weapon, such as a bat or hammer, that is used in a threatening manner, will be considered a weapon. Laser pens may not be possessed by students at school. Possession of a laser pen and misuse will result in confiscation and appropriate disciplinary action.

DISTRICT HOTLINE

Campus safety is a concern for students, parents/guardians, and staff. A Campus Safety Hot Line (Telephone # 709-4847) is available for students and parents/guardians to leave a confidential, taped message about anything occurring at school that is causing students to feel unsafe. The district is very interested in resolving issues of conflict, especially possession of weapons. Students are encouraged to tell an adult on campus about such activities. If students are fearful of retaliation, the Hot Line is available as an alternative to personally reporting a campus safety concern.

CAMERAS ON SCHOOL BUSES

This is to inform you that security cameras are installed on your child’s bus. If there is any question about occurrences on the bus, we are now able to play back the video to view what happened.

Please review with your child that cameras are in use on the bus. Students should understand that their actions will be videotaped and will not be private. We believe that the surveillance cameras make the bus safer for all students. We appreciate your cooperation.
COUNSELING SERVICES
All schools provide counseling and intervention services for students and families. School counselors provide comprehensive school counseling programs that incorporate prevention and intervention activities through school-wide assemblies and activities, classroom guidance lessons, individual and group counseling, and collaboration with outside community resources. School counselors also assist students in ensuring they meet high school graduation requirements.

The Crisis Response Team provides support to students, families and staff in the event of a crisis, emergency or traumatic situation.

Contact your student’s school for assistance. Middle and high school students should contact the school counselor for class scheduling and college or career information. Supplementary counseling services are provided through the Student Services Department for students suspended for violence or substance abuse.

SCHOOL RESOURCE OFFICERS
Juvenile police officers, known as School Resource Officers (SRO), are assigned to district middle and high schools as part of a safe school planning partnership between the district and local police departments. While the SRO can follow up quickly on incidents requiring police involvement, the SRO is more often involved in discussing issues and problem solving with students, making classroom presentations, and helping with after school activities. Their presence has promoted nonviolent conflict resolution among students. The SRO has also contributed to increased school safety.

SEX OFFENDER NOTIFICATION
State law requires the California Department of Justice to provide information on sex offenders to local law enforcement agencies on a monthly basis.

MEGAN’S LAW
Megan’s Law is a law enforcement based program that requires convicted sex offenders to register their current addresses with the State of California. The California Attorney General’s office maintains a website (http://www.meganslaw.ca.gov) with the names and address of registrants. Anyone who has access to the internet may view this site.

If you are a parent of a student currently attending a school in the district and you are a registered sex offender, you will not be permitted to act as a volunteer at school or school activities.
Board of Education Statement

The following information is intended to familiarize the readers with the rules regarding student conduct and discipline, truancy, detention, suspension, and expulsion as defined by state law and as applied in the Mt. Diablo Unified School District.

For further information refer to the Board of Education policy statement in “Policies, Rules and Bylaws.” These books are located in all schools, online, and at the Dent Education Center.

In the process of developing rules regarding student conduct and discipline, the personnel of the Mt. Diablo Unified School District shall be guided by the following general policy statements:

• Rules of conduct and disciplinary procedures shall be consistent with state and federal law and with the rules prescribed by the State Board of Education.
• District personnel shall implement state and federal law and district policy.
• The staff of each school and of each special program shall develop and/or review annually rules appropriate to the needs of the local school site. They shall also establish a due process procedure which shall include the right of appeal.
• It shall be the responsibility of the staff of each school to inform students and parents/guardians of the rules.
• Rules and regulations dealing with discipline policy shall be distributed to students, teachers, and parents/guardians at the beginning of each school year or at the time of enrollment for students who enter during the school year.
• The administration shall be responsible for the maintenance of good discipline at the school site or wherever students are participating in school-related activities. School district employees shall assume responsibility for the enforcement of the established rules.
• Corporal punishment shall not be administered to a pupil by employees of the Mt. Diablo Unified School District.

Students with IEP and Section 504 Plans
Any student with an IEP has specific Procedural Safeguards regarding Student Conduct & Discipline. Contact the Special Education or Student Services department with questions pertaining to these rights, at 682-8000, ext. 4069.

Alternatives to Suspensions
State law provides that suspension should be imposed only when other means of correction fail to bring about proper conduct. Effective January 1, 2013, AB 1729 and revision of EC 48900.5 further directs that suspension will not be utilized for first time offenses, except for violations of EC 48900(a) – (e), unless the principal determines that the student poses a threat to persons. The law further directs that schools document “other means of correction” and that parents/guardians be provided with a copy of that documentation.

The following suggestions are being provided for use by school communities as specific Alternatives To Suspension for the 1st time offenses or repeat offenses that school staff determine can be addressed appropriately without resorting to suspension. This list is not intended to be all inclusive since resources and site-based strategies vary between school sites:

◆ Conference with Student and Teacher
◆ Conference with Student, Teacher & Administrator
◆ Conference with Students, Teacher, Administrator and Parent/guardian
◆ Student Success Team (SST) Referral
◆ Short-term In-School Counseling
◆ Positive Behavior Intervention and Support strategies in school day
◆ Behavior Support Plan
◆ Peer Mediation
◆ Referral to Mentoring Program
◆ Referral to Positive Behavior Team (PBT)
◆ Referral to City Agency or Community Provider

However, a student can be suspended on a first offense without other means of correction if (1) suspension is required by law 48915(a) or 48915(c); (2) the student has committed an offense listed in EC 48900(a), (b),(c),(d), or (e); or (3) the principal determines that the pupil’s presence causes a danger to persons.
Because suspensions result in the loss of valuable academic learning time, parents/guardians are strongly urged to review all disciplinary guidelines with their child to be sure that they fully understand the expectations and the serious consequences for violating them.

**Definition of Terms**

**Suspension**

Suspension is the temporary removal or exclusion for adjustment purposes of a pupil from ongoing classroom instruction or from school as initiated by a teacher or administrator. Suspension from school is designated an unexcused absence. As such, students do not have the right to make up work or tests missed during the period of suspension.

A student shall be suspended when other means of correction fail or when the student’s continued presence is likely to be dangerous to persons or property or disruptive to the instructional process.

**Truancy**

Students shall be classified as truant if they are absent from school without a valid excuse on 3 days in one school year or tardy in excess of 30 minutes without a valid excuse on 3 occasions in one school year. (School absence includes missing any single class period within the school day.) Any student who is truant or irregular in attendance at school may be referred to the Mt. Diablo School Attendance Review Board for a hearing. If the matter is not resolved at this level, students and parents/guardians may be referred to appropriate county agencies, the District Attorney and/or Juvenile or Municipal Court.

**Expulsion**

Expulsion is defined as the removal of a student from all regular schools and programs in the district and from all regular school activities by order of the Board of Education. All expelled students are provided with an appropriate educational program during the period of expulsion.

**Grounds for Disciplinary Action**

**Causes for Suspension and/or Expulsion**

**Education Code 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 any 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 by the principal or the designee of the principal.

(c). Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as 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 any controlled substance, as 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, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e). Committed or attempted to commit robbery or extortion.

(f). Caused or attempted to cause damage to school property or private property. “School Property” includes, but is not limited to, electronic files and databases.

(g). Stole or attempted to steal school property or private property. “School Property” includes, but is not limited to, electronic files and databases.

(h). Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, "vape pens" and/or "e-cigarettes" and betel. However, this section does not prohibit use or possession by a pupil of his or her 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 this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(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 Penal Code 261, 266c, 286, 288, 288a or 289 or committed a sexual battery as defined by Penal Code 243.4.
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 reasonably be 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 his or her physical or mental health.
   (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
   (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (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 Web site, including, but not limited to:

I. Posting to or creating a burn page. “Burn page” means an Internet Web site 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).
   I. “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. An act of cyber sexual bullying.
(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 may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
(w) 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.

Education Code 48900.2
Committed sexual harassment as defined in Education Code 212.5, provided that the conduct is 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 victim’s academic performance or to create an intimidating, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in kindergarten or grades one through three.

Education Code 48900.3
Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. This subdivision shall not apply to pupils enrolled in kindergarten or grades one through three.

Education Code 48900.4
Intentionally engaged in harassment, threats, or intimidation, directed against students or employees, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. This subdivision shall not apply to pupils enrolled in kindergarten or grade one through three.

Education Code 48900.7
Made terrorist threats against school officials or school property, or both.

Mandatory Recommendations for Expulsion

Education Code 48915(a)
The principal shall suspend and recommend a pupil’s expulsion for any of the following five (5) acts unless the principal finds that expulsion is inappropriate due to the particular circumstance.

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawfully possessed any controlled substance, as listed in Chapter 2 commencing with section 11053 of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Committed robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Education Code 48915(c)
The principal shall immediately suspend and shall recommend the expulsion of any pupil determined to have 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 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, as defined by Education Code 48915(h).

The governing board shall expel that pupil and refer the pupil to a program of study that is appropriately prepared to accommodate students who exhibit discipline problems, is not located at a comprehensive middle, junior or senior high school, or any elementary school and is not housed at the school site attended by the pupil at the time of suspension.

Liability of Parent/Guardian for Willful Student Misconduct 48904(b)(3)
Education Code section 48904(a)(1) provides that the parent/guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school district employee, or school volunteer. The parent/guardian is also liable for damages to real or personal property belonging to the school district, or personal property belonging to a school employee, resulting from the willful misconduct of the minor. The liability of the parent/guardian is limited to $10,000, adjusted annually for inflation.
Authority to Invoke Disciplinary Action

Teacher

1. A teacher may suspend any pupil from his/her class for any of the acts listed in Education Code, Section 48900.

2. Elementary teachers may suspend students from self-contained classrooms for the remainder of the day and one additional school day.

3. Elementary teachers teaching in nonself-contained classes may suspend a student for the remainder of the period(s) and one additional teaching period(s) if the student is under their direct supervision the next school day.

4. Secondary teachers may suspend a student for the remainder of the period(s) and one additional teaching period(s) if the student is under their direct supervision the next school day.

5. A teacher may also refer a pupil to the principal for consideration of a suspension from the school.

6. A teacher may require that a parent or guardian of a pupil, who has been suspended by a teacher for reasons of having committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied the valid authority of the teacher, attend a portion of a school day in his or her child's class. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

7. A parent or guardian may be required to attend his or her child's class no more than four (4) times per school year.

8. The parent or guardian shall meet with the Principal or designee after completing the classroom visitation and before leaving the school. The conference should include a review of the pupil's behavior and information for the parent or guardian about available resources and counseling in the school and community to assist them in developing more effective parenting skills.

9. The parent or guardian may not be required to comply with the notice to attend if the following reasonable factors exist.

   a. Illness or other personal necessity that would create a hardship for the parent or guardian.
   b. Parent or guardian will be out of town on work-related or family business.
   c. Court appearances or jury duty.

10. Principal or designee shall contact the parent or guardian who does not respond to the request to attend school and schedule another classroom visitation time.

11. No penalties may be imposed on a pupil for the failure of the pupil's parent or guardian to attend a classroom visitation or a conference with school officials.

Principal or Designee

1. The principal of the school or his/her designee may suspend a pupil from the school for any reason listed in Education Code, Section 48900.

2. The principal or designee may suspend a student only for acts related to school activity or attendance, including (a) while on a school bus or grounds, (b) while going to or coming from school, (c) during the lunch period (on or off campus), (d) during, or while going to or coming from a school-sponsored event.

3. The principal or designee may suspend a student from school for a period not to exceed 5 successive school days, except where allowed by law, for any single offense, and not for more than 20 school days in one school year unless the student's educational placement is changed due to behavioral concerns.

Parents/guardians do not have the authority to discipline any students while on a school campus. Parents/guardians should refer their concerns to the school administrator.

Procedural Safeguards

When considering or implementing disciplinary actions for special needs students, procedural safeguards required by federal and state law will be followed.

Disciplinary Action Procedures

Detention Procedures

1. A pupil shall not be detained in school for disciplinary or other reasons for more than one hour after the close of the maximum school day. (CACV, Section 353)

2. Parent/guardian notification is required prior to imposing a detention of more than 15 minutes on a student. Notification and detention may occur on the same day.

3. Parent/guardian notification is required on the day prior to imposing any detention upon a student who is transported by school district bus. Exceptions may be made with parent/guardian consent. (Delivery of notice to student shall constitute parent/guardian notification.)

Suspension Regulations and Procedures

Suspension removes a student from his/her classroom and/or the school campus, and results in the student losing important academic time. Students are urged to seek assistance and support from a staff member with whom they have a positive relationship, in order to avoid making a behavior choice that could result in a suspension being issued. Staff are encouraged to intervene and provide support and/or a restorative process in order to assist the student(s) to de-escalate behavior and resolve any conflicts or misbehavior that could result in suspension and/or referral for expulsion.
Jurisdiction for Suspension (State Education Code 48900(s))

No pupil shall be suspended or expelled for any of the acts enumerated above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

A pupil may be suspended or expelled for acts which are enumerated in State Education Code 48900 and related to school activity or attendance which occur at any time, including but not limited to, any of the following:
  a. While on school grounds.
  b. While going to or coming from school.
  c. During the lunch period, whether on or off the campus.
  d. During, or while going to or coming from, a school sponsored activity.

Length of Suspension (State Education Code 48910 & 48911)

Suspension by a Teacher (State Education Code 48910)

Any teacher or substitute teacher may suspend a student from his/her classroom for the day of suspension plus the following day for any of the acts described in State Education Code 48900. The teacher who issued the suspension shall immediately report the suspension to the principal of the school and send the pupil to the principal for appropriate action.

The teacher shall ask the parent/guardian/caregiver of the pupil to attend a parent/guardian/caregiver-teacher conference regarding the suspension.

A teacher may request, when reasonable, a parent/guardian/caregiver to attend the classroom from which his/her child was suspended by the teacher for offenses which involve defiance, disruption, committing an obscene act, and/or engaging in habitual profanity or vulgarity. If a teacher wishes to have the parent/guardian/caregiver visit the classroom, the principal shall send a written notice to the parent/guardian/caregiver stating that attendance by the parent/guardian/caregiver is pursuant to law (State Ed. Code 48900.1). This requirement shall apply only to a parent/guardian who is actually living with the student.

The teacher shall ensure the principal or designee meets with the parent/guardian/caregiver after completing the classroom visitation and before leaving the school site. The principal or designee shall contact parent/guardian/caregiver who do not respond to the teacher’s request to attend school. The principal or designee shall follow procedures pursuant to this section. (State Education code 48900.1)

Suspension by Principal

The duration of a suspension by the Principal is limited to 5 consecutive school days for any one incident, up to a maximum of 20 school days during the school year.

If a pupil is transferred for purposes of adjustment to another school, or class, or a continuing education school or class, the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. (State Education Code 48903)

Suspension by the Principal/Required Due Process (State Education Code 48911)

Maximum Days of Suspension:
The principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days. The recommendation to expel should be made no later than the fifth day of suspension.

Informal Conference:
Before suspending the student, the principal or designee shall have an informal conference with the pupil and when practicable, the teacher, supervisor, or school employee who referred the pupil to the principal. At the informal conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her, and shall be given an opportunity to present his/her version and evidence in his/her defense.

Expulsion Procedures

1. Only the Superintendent or the principal may recommend expulsion for any of the acts listed in Education Code Section 48900 and 48915.
2. Waiver of the Expulsion Hearing and Timelines
   If the student and parent/guardian accept the description of the offense as accurate, and agree that the offense is grounds for expulsion under the Education Code, the student and parent/guardian may request a waiver of an expulsion hearing and timelines to expedite the return of the student to an appropriate educational program. Parents/guardians are notified of this option and the “Expulsion Waiver” process when the Superintendent or a principal recommends expulsion.
3. If the student and parent/guardian do not request a waiver of the expulsion hearing, the student shall have a hearing before the District Administrative Panel.
4. An expulsion order shall remain in effect until the governing board orders the readmission of a pupil.
5. The length of expulsion may vary and is dependent upon the violation(s) committed by the pupil.
• For pupils expelled for violations other than those described in subdivision (c) of Section 48915, the governing board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district or to the school the pupil last attended. See Grounds for Disciplinary Action for a specific listing of these offenses.

• For pupils expelled pursuant to subdivision (c) of Section 48915, the governing board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission to a school maintained by the district, except that the governing board may set an earlier date for readmission on a case-by-case basis. See Grounds for Disciplinary Action for a specific listing of these offenses.

6. The governing board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order. The plan may include recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

7. Expelled students are placed in an appropriate educational program during the period of expulsion. Program placement is dependent on the nature of the student’s violation and the needs of the student.

8. The student may appeal to the County Board of Education in cases of expulsion.

Readmission Procedures

1. Once the term of expulsion is completed, the pupil will be scheduled for a review hearing. Safety issues and the pupil’s progress in completing the assigned rehabilitation plan will be examined.

2. Upon completion of the review process, the governing board shall readmit the pupil, unless the readmission panel makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the school district.

3. If the readmission of an expelled pupil is denied, a determination will be made either to continue the placement of the pupil in the alternative education program initially selected for the pupil during the period of the expulsion order or to place the pupil in another program that may include, but need not be limited to, serving expelled pupils, including placement in a county community school.

4. The panel chairperson shall provide written notice to the expelled pupil and the pupil’s parent or guardian describing the reasons for denying the pupil readmittance into the regular school district program. The written notice shall also include the determination of the education program for the expelled pupil. The expelled pupil shall enroll in that educational program unless the parent or guardian of the pupil elects to enroll the pupil in another school district.

Notification to Teachers

Education Code Section 49079 requires the district to inform the teacher of every student in his/her class who has engaged in, or is reasonably suspected to have engaged in, any act which could constitute grounds for suspension or expulsion under EC 48900, with the exception of possession of tobacco products. Teachers are also given notice of students when they are transferred for disciplinary reasons or when Juvenile Court officials notify the district of students when they are convicted of certain violent crimes. Any information received by the teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Rights and Responsibilities

Rights of Students

1. To attend school and classes unless removed under due process as specified in the Education Code and District rules.

2. To be informed about school and District rules and regulations pertaining to students.

3. To receive appropriate educational programs designed to meet the individual needs of regular class students and the special needs of those who are handicapped.

4. To attend school in an academic and social climate that is free from fear and violence.

5. To receive fair and reasonable treatment from those who are responsible for enforcing standards of student conduct.

6. To examine personal records upon reaching the age of 16, with the assistance of a certificated staff member for proper explanation.

7. As specified in Education Code 46010.1, any pupil in grades 7 to 12, inclusive may be excused from school for the purpose of obtaining confidential medical services without the consent of the pupil’s parent or guardian.

8. A student 18 years of age or over shall have all of the responsibilities and powers which, in the case of a minor, would be charged to the parent or guardian to verify his/her own absences from school.
Responsibilities of Students

1. To comply with the regulations, pursue the required course of study, and submit to the authority of the schools.
2. To know and obey school rules and regulations.
3. To punctually and regularly attend assigned school classes.
4. To be prepared to work in class with needed materials and assignments.
5. To deliver correspondence between school and parents/guardians such as progress reports, report cards and notices. (Delivery of notice to student shall constitute parent/guardian notification.)
6. To contribute to a positive learning environment through acceptable behavior.
7. To respect the rights and property of others, including the right to learn.
8. To conserve, enhance, and maintain the appearance of school buildings and grounds, school equipment, and instructional materials.
9. To maintain personal standards of dressing and grooming appropriate to class and school activities as determined at the local school site. Appropriate foot gear must be worn at all times for reasons of health and safety.
10. To comply with regulations requiring students to stay off any other campus while that school is in session or having an approved school function.

Rights of Parents/Guardians

1. To be informed of district policy and school rules and regulations related to their children.
2. To visit school periodically and upon request to participate in conferences with teachers or counselors regarding academic and behavioral status of their children.
3. To inspect their child's school records with the assistance of a certificated staff member for proper explanation.
4. To be informed of significant facts and school action related to the student's behavior and academic progress.

Responsibilities of Parents/Guardians

1. To make sure their children attend school regularly and on time, have adequate sleep and nutrition, practice proper personal hygiene and wear appropriate clothing.
2. To be familiar with district policy and school rules and regulations.
3. To provide the school with a current emergency telephone number where a parent/guardian or a responsible adult may be reached at all times.
4. To actively participate in efforts to improve student's behavior when necessary by assisting school personnel in planning and implementing a prescriptive program.

5. To maintain consistent and adequate control over their children and to support reasonable control measures as applied by school personnel.
6. To cooperate with the school in bringing about improvements designed to enhance the educational program offered students.
7. To make provisions for off-campus care for the student in the case of suspension, illness or accident.
8. To see that their child attends school except when ill.

Rights of Teachers

1. To expect students to behave in a manner which will not interfere with education for themselves and for other students.
2. To teach with interruptions held to a minimum.
3. To teach in an environment which is conducive to learning.
4. To receive parental support related to academic and social progress of students.
5. To suspend a student from class within the limits of the law.
6. To be informed of a student's record of behavior when the student is administratively transferred for disciplinary reasons at the time the student is enrolled and of any changes in that record which will affect classroom teaching objectives and/or attendance.
7. To be informed of a student's record of behavior that may affect classroom teaching objectives.
8. To receive administrative support when enforcing rules designed to provide appropriate school and classroom climate.

Responsibilities of Teachers

1. To assume responsibility for the enforcement of the established district and school rules.
2. To conduct a planned classroom program with consideration for individual differences.
3. To set a positive role model for students to follow.
4. To initiate, post, and enforce a set of classroom regulations consistent with school and district policy.
5. To maintain consistent and adequate control over their students.
6. To take prompt, appropriate action towards those students who misbehave.
7. To hold students accountable for their conduct while at school or school-sponsored activities beyond the regular school day for which the teacher has directed or assigned supervisory responsibility.
8. To immediately inform parents/guardians when behavior, attendance, or academic problems arise that cannot be dealt with in a routine manner at school.
Rights of Administrators

1. To expect students to behave in a manner which will not interfere with the educational programs and related student activities offered by the school.
2. To receive parental support related to academic and social progress of students.
3. To receive support from all school employees and parents/guardians in maintaining campus control.
4. To suspend, recommend exclusion, expulsion or exemption within the limits of the law.

Responsibilities of Administrators

1. To provide leadership that will establish, encourage and promote good teaching and an effective learning environment.
2. To provide a positive role model and leadership in developing and implementing school rules and regulations including attendance reporting to parents/guardians.
3. To publicize school and district rules and regulations at the beginning of each school year or at the time of student's enrollment during the year.
4. To grant access to pupil records by parent/guardian or others with proper authorization.
5. To develop and implement procedures for student assessment and placement into appropriate educational programs.
6. To initiate and enforce such control measures as needed to establish and maintain an environment in which learning and teaching can take place.
7. To hold students accountable for their conduct and attendance and to take prompt, appropriate action towards those students who misbehave, are excessively absent, or are truant.
8. To support staff members in enforcing school and district rules and regulations including due process timelines.
9. To inform teachers at the time the student is enrolled of the record of the student's behavior when a student is administratively transferred for disciplinary reasons.
10. To inform appropriate staff of any Review Board or Hearing Panel decision concerning a student that may affect classroom objectives.
11. To inform faculty of the purpose and general functioning of School Conferences, the District Administrative Hearing Panel, the School Attendance Review Board, and the Positive Behavior Team.
12. To request assistance from district support services and community agencies and resources in cases indicating such action.
13. When school is in session to acknowledge within 24-48 hours, direct phone or email contact from parent/guardians or community members regarding a specific matter related to their student or other issues of concern. The acknowledgment will include either a response to the concern or a date by which a response will be provided.

NOTE: Nothing in this policy statement shall be construed to prohibit a teacher, administrator or other district employee from protecting himself/herself or others, or school property by restraining a student, confiscating a weapon or turning over a lawbreaker to appropriate law enforcement agencies.

The School District or Board of Education shall not be responsible or in any way liable for the safety of any pupil of the public schools at any time when such pupil is not on school property, unless the District or Board has undertaken to provide transportation for such pupil to and from school premises, has undertaken a school-sponsored activity off the premises of such school, has otherwise specifically assumed such responsibility or liability or has failed to exercise reasonable care under the circumstances.

Sexual Harassment Policy

District policy prohibits sexual harassment of or by any student.

Definition: Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions: (Education Code 212.5)

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
2. Submission to or rejection of the conduct by the individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
Examples of sexual harassment include:

- Unwelcome flirtations or propositions, sexual slurs, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, sexual jokes, stories, drawings, pictures, or gestures, or spreading sexual rumors.
- Touching a student's body or clothes in a sexual way.
- Purposefully cornering or blocking of normal movement, or limiting a student's access to education tools.
- Displaying sexually suggestive objects in the educational environment.
- Any act of retaliation against a person who reports a violation of the sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Sexual harassment is forbidden and will result in disciplinary action up to and including expulsion, if the person doing the harassing is a student, and discharge, if the person doing the harassing is an employee.

Complaint Process

Any student who believes he or she has been subjected to sexual harassment prohibited by Board Policy 5145.7 should immediately report incidents of sexual harassment to the principal or other school official. Any student who has reported a case of harassment to a school official and believes the harassment has not been remedied in a timely manner, may file a written complaint in accordance with the procedures set forth in the Uniform Complaint Procedures described on page 27. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. For more information regarding this policy, please call the Student Services Office, 682-8000, ext. 4069. For assistance with the complaint process contact Parent/guardian Liaison office at 682-8000, ext. 4297.

Hate/Violence/Harassment Policy

District programs and activities must be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin, sexual orientation, and physical or mental disability.

Students in grades 4-12 may be suspended or recommended for expulsion if they cause, try or threaten to cause, or participate in an act of hate violence.

Definition:

(a) No person shall by force or threat of force, willfully injure, intimidate, interfere with, or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him or her by the constitution or laws of this state or by the Constitution of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

(b) No person, whether or not acting under color of law, shall knowingly deface, damage or destroy the real or personal property of any person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by the constitution or laws of this state or by the Constitution or laws of the United States, because of the other person's race, color religion, ancestry, national origin, disability, gender, or sexual orientation.

Students in grades 4-12 may also be suspended or recommended for expulsion if they intentionally harass or threaten students to the extent of creating a hostile environment.

Definition: A hostile environment exists when harassment is sufficiently severe, pervasive or persistent so as to interfere with or limit the student's ability to participate in or benefit from school services, activities, or privileges.

This includes:

- Verbally abusing others by using bigoted insults, taunts or slurs.
- Physically intimidating or willfully injuring others motivated in part or in whole by hostility toward the victim's real or perceived ethnicity, religion, gender, sexual orientation, etc.
- Unlawful use of the electronic equipment including cell phone or computer (for harassment).

Bullying is a Form of Harassment

The Mt. Diablo Unified School District believes that all students have a right to a safe and healthy school environment. To that end, the District, schools, and community have an obligation to promote mutual respect, tolerance and acceptance. The District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving, verbal assaults, such as teasing or name-calling; and social isolation or manipulation. This policy applies whenever a student is on school grounds, traveling to and from school or a school sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

The Board of Education expects students and/or staff to immediately report incidents of bullying to the principal or designee. Each complaint of bullying should be promptly investigated. If the complainant or the parent/guardian of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent/guardian of the student should contact the Principal or the Student Services Office. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
General Definitions
Bullying occurs when one or more students threaten, harass or intimidate another student through words, or actions including:
- direct physical contact such as hitting or shoving
- verbal assaults such as teasing or name-calling
- socially isolating or manipulating a student
- transmission of harassing communications, direct threats; or harmful texts, sounds, or images on the Internet, social media, or other technologies.

These incidents will be acted upon when they occur:
- on the school grounds at any time
- en route to and from school or a school-sponsored activity
- during the lunch period whether on or off campus; or
- during, or while going to or coming from, a school-sponsored activity.

Specific Examples
For the purpose of further clarification, bullying includes, but is not limited to:
- Making unsolicited written, verbal, physical and/or visual contact.

Examples include:
- written: intimidating/threatening letters, notes, or messages
- verbal: intimidating/threatening comments, slurs, innuendos, teasing, jokes or epithets
- verbal: leering or gestures
- physical: hitting, slapping and/or pinching
- making reprisals, threats of reprisal, or implied threats of reprisal
- engaging in implicit or explicit coercive behavior to control, influence or affect the health and the well being of a student

Complaint Process
Any student who believes he or she has been subjected to bullying, hate violence or hostile harassment should immediately report incidents to the principal or other school official. Any student who has reported a case of bullying, hate violence or hostile harassment to a school official, and believes the violence and/or harassment has not been remedied in a timely manner, may file a written complaint with the principal. Each complaint of bullying, hate violence or harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. For more information regarding this policy, please call the Student Services Office, 682-8000, ext. 4069. For assistance with the complaint process call Parent/guardian Liaison at 682-8000, ext. 4297.

Dress and Grooming
The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Therefore, students are to dress appropriately on all school campuses and at all school activities in the District. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. Students should project an appearance that is conducive to a safe learning environment. Dress which is disruptive and contrary to school rules regarding drugs/alcohol/violence, and gangs is not permitted. Student clothing, emblem, badge, jewelry, symbol, or other insignia which creates a clear and present danger on school premises or the disruption of the orderly operation of the school is prohibited. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

School Dress Code
The principal may establish a dress code that prohibits students from wearing apparel that the principal believes presents a distraction or threatens to disrupt the school’s activities. Inappropriate dress is attire that causes a distraction or a safety concern on a school campus. The outdoor use of sun-protective clothing, including but not limited to hats, is permitted. However, specific clothing and hats determined to be gang-related or otherwise inappropriate under the policy are prohibited. Principals may determine that hats are prohibited in certain locations or areas where sun-protection is not necessary. A dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the staff, students, parents/guardians and educational community.

Uniforms
The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board recognizes that in order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Principal may wish to establish a dress code requiring students to wear uniforms. The Principal may recommend to the Board that a voluntary school uniform dress code would be beneficial. Such a dress code shall be included as part of the school safety plan. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school’s students and maintain a positive school climate.

If a school’s plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policies. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/ guardians so decide. (Education Code 35183) The school shall establish guidelines identified in the school dress code and school safety plans provisions whereby parents/guardians may choose not to have their children comply with an adopted school uniform policy which is contrary to their beliefs or exceptions deemed appropriate by the Principal. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.
Possession of Cellular Phones and Other Personal Electronic Signaling Devices

The Governing Board believes that the personal use of electronic signaling devices during the school day creates a distraction which interferes with the educational process.

Students in kindergarten through grade twelve may possess but not use cellular phones and other electronic signaling devices during the instructional day. The electronic signaling device must remain turned off during the instructional school day. Students are prohibited from using an electronic signaling device(s) including, but not limited to: cellular or digital phones, including those with the capability to capture/transmit digital images and/or photographs; pagers; beepers; and personal digital assistants, e.g., palm pilots, sidekicks, and blackberries, during the instructional day or at a school activity without written permission from the school administration. Students are prohibited from using an electronic signaling device to forward school documents, or unauthorized data, or to sell or purchase assignments, test/exams, book reports or other forms of student work.

Electronic signaling devices are considered to create substantial disorder and interfere with the orderly operation of the school. A student who violates this policy may be prohibited from possessing a personal electronic signaling device at school or school related events and subject to disciplinary action including, but not limited to, confiscation of the device, suspension, or transfer to alternative programs in accordance with Board policy and administrative rules.

Students are permitted to use an electronic signaling device in the following circumstances:

1. before school;
2. after school and/or
3. non-instructional extracurricular activities.

However, the use must not create a disruption or a distraction to the orderly operation of the school or interfere with the activity.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student’s health and the use of which are limited to health-related purposes. (Education Code 48901.5)

Students are not permitted to use any type of electronic signaling device during class time, passing periods or breaks without the permission of the school administration. The electronic signaling device must remain turned off during the instructional school day. If a student receives permission by school administration to use an electronic signaling device, it shall not disrupt the educational program. If disruption occurs, the school staff shall direct the student to turn off the device and/or confiscate it.

If a school staff member finds it necessary to confiscate a device, parents/guardians will be notified promptly and the device will be returned in accordance with school rules after the administrator or designee has consulted with the student’s parent/guardian. The school is not responsible for lost or stolen electronic signaling devices. Students are to make arrangements with their parent(s) or guardian(s) to contact the school office when attempting to reach them during the school day.

The following are inappropriate uses of electronic signaling devices: harassment, threats, intimidation, electronic forgery, cyberbullying/cyberthreats, invasion of personal rights, cheating on tests/exams, or other forms of illegal behavior during the instructional and non-instructional day. Students are not to use material or text message to invade personal privacy or harass another person, or disrupt the instructional day, or engage in dishonest acts.

Students who act in violation of this policy shall be subject to the District’s progressive discipline as follows:

1. Initial violation – electronic signaling device will be confiscated by school staff and secured in a safe location. The electronic listening device will be returned to student at the conclusion of the staff work day;
2. Second violation – electronic signaling device will be confiscated and secured in a safe location. The electronic listening device will not be returned to the student unless and until the student’s parent or guardian meets with school administrative staff for the purpose of clarifying this policy;
3. Third violation – the electronic signaling device will be confiscated and secured in a safe location. The electronic listening device will not be returned to the student unless and until the student’s parent or guardian provides written assurance that the student will no longer be allowed to possess the electronic listening device during the instructional day;
4. Fourth violation – the electronic signaling device will be confiscated and secured in a safe location. The student will be subject to suspension;
5. Fifth violation – the electronic signaling device will be confiscated and secured in a safe location. The student will be subjected to loss of school privileges;
6. Any further violations will subject the student to disciplinary action as set forth in BP/AR 5144.1.

Search and Seizure
The Governing Board initiates attempts to insure that all persons’ rights, safety, and property are protected has established a search and seizure policy. The Board recognizes that the educational environment of the schools is an important factor in students’ ability to learn. As necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or district property under their control, and may seize illegal, unsafe and prohibited items pursuant to BP 5145.12.
Use of Metal Detectors

The Board believes that the presence of weapons in the schools threatens the district’s ability to provide the safe and orderly learning environment to which district students and staff are entitled. As a result, the Board has authorized metal detector searches as a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff pursuant to BP 5145.12.

Students and Anabolic Steroids

The Governing Board recognizes that the use of anabolic steroids presents a serious health and safety hazard. As part of the district’s drug prevention and intervention efforts, the Superintendent or designee and staff shall make every effort to ensure that students do not begin or continue the use of anabolic steroids.

Students participating in athletics are prohibited from using anabolic steroids or any other performance-enhancing drugs.

Before participating in interscholastic athletics, a student athlete and his/her parent/guardian shall sign an agreement that the student athlete shall not use steroids, unless the student has a written prescription from a fully licensed physician, as recognized by the American Medical Association, to treat a medical condition.

A student who is found to have violated the agreement or this policy shall be restricted from participating in athletics and shall be subject to disciplinary procedures including, but not limited to, suspension or expulsion in accordance with law, Board policy, and administrative regulation. (BP/AR 5131.63)
August 1, 2019

Dear Parent or Guardian:

The Healthy School Act of 2000 requires all California school districts to notify parents and guardians of the pesticides they expect to apply during the year. In order to properly maintain our school sites, we will apply the following pesticides as needed.

<table>
<thead>
<tr>
<th>PRODUCT NAME</th>
<th>ACTIVE INGREDIENT</th>
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<tbody>
<tr>
<td><strong>Herbicide</strong></td>
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<tr>
<td>Dimension 270G</td>
<td>Dithiapyr</td>
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<tr>
<td>Pendulum</td>
<td>Pendimethalin</td>
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<td>Reward Aquatic and Non-Crop Herbicide</td>
<td>Diquat Dibromide</td>
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<td><strong>Insecticide</strong></td>
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<td>Gentrol IGR Concentrate</td>
<td>Hydroprene</td>
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<td>Esfenvalerate</td>
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<td>Precore 2000</td>
<td>Methoprene</td>
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<td>Imadacioprid 75%, Inert Ingredients 25%</td>
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<td>Suspend SC</td>
<td>Deltamethrin 4.75%, Inert Ingredients 95.25%</td>
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<td>Bifenthrin 7.9%, Inert Ingredients 92.1%</td>
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<td>Essentria</td>
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<td>Whitmire Wasp Freeze</td>
<td>d-Trans Allerthrin, Phenothrin</td>
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<td>Advion</td>
<td>Indoxacarb .05%, Inert Ingredients 99.95%</td>
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<td>565 Drain Gel</td>
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<td>Gopher X</td>
<td>Non Toxic Vegetable and Mineral Oil Blend</td>
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<td>Bromethain .01%, Inert Ingredients 99.99%</td>
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<tr>
<td>Treated Grain</td>
<td>Diaphacinone .005%, Inert Ingredients 99.995%</td>
</tr>
</tbody>
</table>

You can find more information regarding the above listed herbicides, pesticides, and use reduction at the Department of Pesticide Regulations’ website at [www.cdpr.ca.gov](http://www.cdpr.ca.gov).
Below is a form you can use to advise the school district that you want to be notified in advance of individual pesticide applications. Return the form to the address at the bottom of the form. If you have any questions, please contact the Maintenance Department at the MDUSD Central Services Office, #925-825-7440 ext#3865, or email to hartd@mdusd.org.

I understand that, upon request, the Mt Diablo Unified School District is required to supply information about individual pesticide applications at least 72 hours before application. I would like to be notified before each pesticide application at this school. *I will be contacted by email.

Parent/Guardian Name: Date
Address:
*Email:
Student’s School(s): Please Return to: MDUSD Maintenance Department 1480 Gasoline Alley Concord, CA 94520
    or email to hartd@mdusd.org
APPLY FOR FREE/REDUCED MEALS ONLINE!

To ensure that your student has their free or reduced meals in place by the first day of school, please submit your meal application as soon as possible.

To make this easier for you, you may apply online at:
www.mdusd.org/foodservices

NEW ONLINE PAYMENT SYSTEM: TITAN SCHOOL SOLUTIONS!
We offer TITAN School Solutions for your meal payment options.

- Multiple payment options: credit/debit card
- Fast & easy account funding and meal tracking
- Simple and secure online transactions
- Avoid the hassle of going onto campus

Register for your FREE account today! https://family.titank12.com

Be sure to have the following information to successfully link your student(s) to your account:

- First Name, Last Name, Grade, School, Date of Birth

MEAL PRICES 2019 – 2020

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Breakfast</td>
<td>$ 2.00</td>
<td>$ 2.50</td>
<td>$ 2.50</td>
</tr>
<tr>
<td>Student Lunch</td>
<td>3.25</td>
<td>3.50</td>
<td>3.50</td>
</tr>
<tr>
<td>Reduced Price Student Breakfast</td>
<td>.30</td>
<td>.30</td>
<td>.30</td>
</tr>
<tr>
<td>Reduced Price Student Lunch</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
</tr>
<tr>
<td>Adult Breakfast</td>
<td>2.75</td>
<td>2.75</td>
<td>2.75</td>
</tr>
<tr>
<td>Adult Lunch</td>
<td>4.25</td>
<td>4.25</td>
<td>4.25</td>
</tr>
<tr>
<td>Student a la carte milk</td>
<td>.50</td>
<td>.50</td>
<td>.50</td>
</tr>
<tr>
<td>Adult Milk</td>
<td>.60</td>
<td>.60</td>
<td>.60</td>
</tr>
</tbody>
</table>

Visit the Food & Nutrition Services webpage: www.mdusd.org/foodservices
Mt. Diablo Unified School District Transportation Department provides bus service as authorized by the school board. For the 2019-20 school year, service is provided for:

- Special Education Students with transportation services mandated as part of their Individual Education Plan.
- Mt. Diablo High School (MDHS) students who live in the Bay Point area (proof of residence may be required). Annual registration is required and students must show their bus pass when boarding the bus. Failure to display the bus pass to the driver can result in a citation being issued. MDHS Bus passes can be issued at the walk-through registration on August 7th and 8th or in the school office after those dates and throughout the school year. There is a $7.00 fee for lost bus passes. Bus stops from the Bay Point area shall be posted on the Transportation Web Site.
- El Dorado Middle School (EDMS) students who live in the Glenbrook Middle School attendance area (proof of residence may be required). Annual registration is required and students must show their bus pass when boarding the bus. Failure to display the bus pass to the driver can result in a citation being issued. EDMS Bus passes can be issued at the walk-through registration on August 5th and 6th or in the school office after those dates and throughout the school year. There is a $7.00 fee for lost bus passes. Bus stops from the Bay Point area shall be posted on the Transportation Web Site.

To ensure the safety of all riders, students are responsible to follow the safety rules as listed below. When it becomes necessary, the transportation staff may issue a citation for safety violation(s) and forward disciplinary recommendations to the student’s site administrator. Based on the severity of the situation or incident, a site administrator may issue to the student a temporary bus suspension or permanent loss of riding privileges. Parents/guardians are responsible to be cooperative and help enforce safety rules for their children to obey and follow.

**Authority of the Driver (5 CCR 14103)**

(a) Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations.
(b) Governing boards shall adopt rules to enforce this section. Such rules shall include, but not be limited to, specific administration procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

**AR 5131.1 Students - Bus Conduct**

Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including school activity trips.

1. Riders shall follow the instructions and directions of the bus driver at all times. (cf. 3542 - School Bus Drivers)
2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
3. Riders shall enter the bus in an orderly manner and go directly to their seats.
4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
5. Riders should be courteous to the driver and to fellow passengers.
6. Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus without express permission from the principal or designee.
10. Riders should be alert for traffic when leaving the bus.

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice and warning. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

If an individual with exceptional needs is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian provided that transportation is specified in the student's Individualized Education Program.

Bus drivers shall not deny transportation except as directed by the principal.

Regulation MT. DIABLO UNIFIED SCHOOL DISTRICT, approved: August 10, 2004 Concord, California
# MT. DIABLO UNIFIED SCHOOL DISTRICT
## TRANSPORTATION DEPARTMENT
1490 Gasoline Alley  Concord, CA 94520
925-825-7440 x 3713 – Transportation Office

### 2019-2020 SCHOOL YEAR

**GLENBROOK SHUTTLE PASS APPLICATION**

El Dorado Middle School

Please complete the application and return to El Dorado Middle School Office

One Student per Form

STUDENTS MUST SHOW THEIR BUS PASS TO BOARD THE BUS – Failure to display the bus pass to the driver can result in a citation issued.

<table>
<thead>
<tr>
<th>Student Last Name, First Name: (Please Print clearly)</th>
<th>Grade:</th>
<th>Student ID:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian Last Name, First Name: (Please Print clearly)</th>
</tr>
</thead>
</table>

Home Phone:

Cell Phone:

Address:

City/Zip :

Emergency Contact Name:  
Phone Number:

---

**Emergency Contact name and phone number is required to process this application.**

By signing below I confirm I have read and will adhere to the MDUSD Transportation regulations concerning the transportation of students and the rules that are enforced on District buses for the safety of students as stated on the reverse side of this application. I also verify that the information contained in this document is true and correct. I understand falsification of information is cause for the revocation of bus service. **I further understand the bus pass must be displayed when boarding the bus and a duplicate pass fee of $7.00 will be charged for lost passes for any reason.** Parents are liable for all damages on the bus by their students - Education Code section 48904(b) (3). Video surveillance cameras are used on all district buses. Boarding the bus is consent to audio and video recording.

SIGNATURE OF STUDENT _________________________________________________________________ DATE ________________________

SIGNATURE OF PARENT/GUARDIAN ________________________________________________________ DATE ________________________
<table>
<thead>
<tr>
<th>Student Last Name, First Name</th>
<th>Route #</th>
<th>AM Bus Stop Street Location (see reverse)</th>
<th>PM Bus Stop Street Location (see reverse)</th>
</tr>
</thead>
</table>

MT. DIABLO UNIFIED SCHOOL DISTRICT
TRANSPORTATION DEPARTMENT

1490 Gasoline Alley Concord, CA 94520
925-825-7440 x 3713 – Transportation Office

2019-2020 SCHOOL YEAR
SCHOOL BUS PASS APPLICATION
Mt. Diablo High School

Please complete the application and return to Mt. Diablo High School Office,
You can also mail to address above.

One Student per form

In order to qualify for a bus pass the student must live in Bay Point and within the MDUSD boundaries.

STUDENTS MUST SHOW THEIR BUS PASS TO BOARD THE BUS – Failure to display the bus pass to the driver can result in a citation issued.

<table>
<thead>
<tr>
<th>Student Last Name, First Name:</th>
<th>(Please Print clearly)</th>
<th>Grade:</th>
<th>Student ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian Last Name, First Name:</td>
<td>(Please Print clearly)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Home Phone:  
Cell Phone:  
Address:  
City/Zip:  

Emergency Contact Name:  
Phone Number:  

Emergency Contact name and phone number is required to process this application.

By signing below I confirm I have read and will adhere to the MDUSD Transportation regulations posted on the District web-page concerning the transportation of students and the rules that are enforced on District buses for the safety of students. I also verify that the information contained in this document is true and correct. I understand falsification of information is cause for the revocation of bus service. I further understand the bus pass must be displayed when boarding the bus and a duplicate pass fee of $7.00 will be charged for lost passes for any reason. Parents are liable for all damages on the bus by their students - Education Code section 48904(b) (3). Video surveillance cameras are used on all district buses. Boarding the bus is consent to audio and video recording.

SIGNATURE OF STUDENT ________________________________ DATE ________________
SIGNATURE OF PARENT/GUARDIAN ________________________________ DATE ________________
2019-2020 MT. DIABLO UNIFIED SCHOOL DISTRICT APPLICATION FOR FREE AND REDUCED PRICE MEALS

PLEASE COMPLETE ONLY ONE APPLICATION PER HOUSEHOLD. Please print and use a pen (not a pencil) when filling out this application. Or, you may discard this application & instead apply online at www.mdusd.org/foodservices

California Education Code Section 49557(a): “Applications for free and reduced-price meals may be submitted at any time during a school day. Children participating in the federal National School Lunch Program will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas or any other means.”

Definition of Household Member: “Anyone who is living with you and shares income and expenses, even if not related.”

STEP 1 List ALL Household Members who are infants, children, and students up to and including Grade 12

Print neatly the names and requested information for all the children in your household whether or not they attend a MDUSD school.

<table>
<thead>
<tr>
<th>STUDENT ID#</th>
<th>CHILD(REN)’S LEGAL LAST NAME</th>
<th>CHILD(REN)’S LEGAL FIRST NAME</th>
<th>SCHOOL</th>
<th>GRADE</th>
<th>BIRTH DATE</th>
<th>M M / D D / Y Y</th>
</tr>
</thead>
<tbody>
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<td>6</td>
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</tbody>
</table>

STEP 2 Do ANY HOUSEHOLD MEMBERS (including yourself) currently participate in one of the following assistance programs: CalFresh, CalWORKS, or FDPIR?

If YES > Check the applicable Assistance Program box, enter the Case Number, and then go to STEP 4 (Do not complete STEP 3) If your Household receives both CalFresh and CalWORKS, only check the CalFresh box and write that Case Number

CALFRESH CALWORKS FDPIR

Write only one CASE NUMBER in this space

STEP 3 REPORT INCOME FOR ALL HOUSEHOLD MEMBERS (Skip this step if you answered “Yes” to STEP 2)

Report total income in whole dollars earned before taxes and deductions (gross income) and then indicate how often it is received by filling in the applicable circle: $ = Weekly, $ = Every Other Week, $ = Twice a Month, $ = Monthly

A. CHILD INCOME: Sometimes children in the household earn income. Please include the TOTAL income earned by ALL children listed in STEP 1.

<table>
<thead>
<tr>
<th>Total Child Income</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>W</td>
</tr>
</tbody>
</table>

B. ALL OTHER HOUSEHOLD MEMBERS (including yourself). List ALL Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total income for each source in whole dollars only. If they do not receive income from any source, write “0.” If you enter “0” or leave any fields blank, you are certifying (promising) that there is no income to report.

<table>
<thead>
<tr>
<th>Name of Adult Household Members (First &amp; Last Name)</th>
<th>Earnings From Work</th>
<th>How Often?</th>
<th>Public Assistance/SSI Child Support/Alimony</th>
<th>How Often?</th>
<th>Pensions/Retirement All Other Income</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

STEP 4 CONTACT INFORMATION & ADULT SIGNATURE

Certification: “I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable state and federal laws.”

We are required to ask for information about your children’s race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children’s eligibility for free or reduced priced meals.

Ethnicity (check one):
- Hispanic or Latino
- Not Hispanic or Latino

Race (check one or more):
- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White

PLEASER RETURN TO: Food Services Room 23, 1936 Carlotta Dr., Concord, CA 94519 or any school cafeteria/office.

Mailing Address

Apt. #

City

Zip Code

Telephone Number

Signature of Adult Completing This Form

Signer's Name

Today's Date M M D D Y Y
Foster Child: The legal responsibility must be through a foster care agency or court to qualify for free meals. A foster child may be included as a household member if the foster family chooses to apply for their non-foster children on the same application and must report any personal income earned by the foster child. If the non-foster children are not eligible, this does not prevent a foster child from receiving free meals.

Fair Hearing: If you do not agree with the school’s decision regarding your application’s determination or the result of verification, you may discuss it with the hearing official. You also have the right to a fair hearing, which may be requested by calling or writing the following: Dominic Machi, Director, Food & Nutrition Services, MDUSD 1936 Carlotta Drive, Concord, CA 94519 (925) 682-8000, extension 4124.

Eligibility Carryover: Your child’s eligibility status from the previous school year will continue into the new school year for up to 30 operating days or until a new determination is made. When the carryover period ends, your child will be charged the full price for meals, unless the household receives a notification letter for free or reduced-price meals. School officials are not required to send reminder or expired eligibility notices.

Non-Discrimination Statement: In accordance with Federal civil rights laws and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, age, disability, political beliefs, religious beliefs, or need for assistance. This right to non-discrimination includes eligibility for, participation in, or receipt benefit from any program, activity, or service at any school or agency receiving federal funds.

Persons with disabilities who require alternative means of communication should contact USDA. USDA is an equal opportunity provider and employer.

In accordance with Federal civil rights laws and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, age, disability, political beliefs, religious beliefs, or need for assistance. This right to non-discrimination includes eligibility for, participation in, or receipt benefit from any program, activity, or service at any school or agency receiving federal funds.

Persons with disabilities who require alternative means of communication should contact USDA. USDA is an equal opportunity provider and employer.

The application must be signed by an adult household member. Print the name of the adult signing the application, contact information, and today’s date.

Optional: Children’s Ethnic and Racial Identities: This field is optional to complete and does not affect your children’s eligibility for free or reduced-price meals. Please check the appropriate boxes.

Information Statement: The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced-price meals. You must include the last four digits of the Social Security Number of the adult household member who signs the application. The last four digits of the social security number are not required when you list a CalFresh, CalWORKs, or FDPIR case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced-price meals, and for administration and enforcement of the lunch and breakfast programs.

Any Questions? Please call (925) 682-8000, extension 4124.

Submission: Please submit a complete application to either your child’s school office/cafeteria or the Food & Nutrition Services Office at 1936 Carlotta Drive, Room 23, Concord, CA 94519. We are unable to accept faxed applications. You will be notified via US mail if your application is approved or denied for free or reduced-price meals.

Sincerely, Dominic Machi, MDUSD Food & Nutrition Services Director
MT. DIABLO UNIFIED SCHOOL DISTRICT 2019-20 APPLICATION FOR FREE AND REDUCED-PRICE MEALS

YOU MAY APPLY ONLINE AT WWW.MDUSD.ORG/FOODSERVICES

Income Eligibility Guidelines
July 1, 2019 – June 30, 2020

Sources of Income for Adults

<table>
<thead>
<tr>
<th>Sources of Income for Adults</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earnings from Work</td>
<td>A child has a regular full or part-time job where they earn a salary or wages.</td>
</tr>
<tr>
<td>Income from any other source</td>
<td>A child receives regular income from a private pension fund, annuity, or trust.</td>
</tr>
<tr>
<td>Income from person outside the household</td>
<td>A friend or extended family member regularly gives a child spending money.</td>
</tr>
<tr>
<td>Social Security</td>
<td>A child is blind or disabled and receives Social Security benefits.</td>
</tr>
<tr>
<td>- Disability Payments</td>
<td>A parent is disabled, retired, or deceased, and the child receives their Social Security benefits.</td>
</tr>
<tr>
<td>- Survivor’s Benefits</td>
<td></td>
</tr>
<tr>
<td>Sources of Income for Children</td>
<td>Example(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources of Income for Children</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earnings from work</td>
<td>A child has a regular full or part-time job where they earn a salary or wages.</td>
</tr>
<tr>
<td>Income from any other source</td>
<td>A child receives regular income from a private pension fund, annuity, or trust.</td>
</tr>
<tr>
<td>Income from person outside the household</td>
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</tr>
<tr>
<td>Social Security</td>
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</tr>
<tr>
<td>- Disability Payments</td>
<td>A parent is disabled, retired, or deceased, and the child receives their Social Security benefits.</td>
</tr>
<tr>
<td>- Survivor’s Benefits</td>
<td></td>
</tr>
</tbody>
</table>

Household Size | Year | Month | Twice Per Month | Every Two Weeks | Every Week |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$23,107</td>
<td>$1,926</td>
<td>$963</td>
<td>$889</td>
<td>$445</td>
</tr>
<tr>
<td>2</td>
<td>31,264</td>
<td>2,607</td>
<td>1,304</td>
<td>1,204</td>
<td>602</td>
</tr>
<tr>
<td>3</td>
<td>39,461</td>
<td>3,289</td>
<td>1,645</td>
<td>1,518</td>
<td>759</td>
</tr>
<tr>
<td>4</td>
<td>47,638</td>
<td>3,970</td>
<td>1,965</td>
<td>1,833</td>
<td>917</td>
</tr>
<tr>
<td>5</td>
<td>55,815</td>
<td>4,652</td>
<td>2,326</td>
<td>2,147</td>
<td>1,074</td>
</tr>
<tr>
<td>6</td>
<td>63,992</td>
<td>5,333</td>
<td>2,667</td>
<td>2,462</td>
<td>1,231</td>
</tr>
<tr>
<td>7</td>
<td>72,169</td>
<td>6,015</td>
<td>3,008</td>
<td>2,776</td>
<td>1,388</td>
</tr>
<tr>
<td>8</td>
<td>80,346</td>
<td>6,696</td>
<td>3,348</td>
<td>3,091</td>
<td>1,546</td>
</tr>
</tbody>
</table>

For each additional family member, add:

$8,177 | $682 | $341 | $315 | $158

Sources of Child Income

Example(s)

- Earnings from work: A child has a regular full or part-time job where they earn a salary or wages.
- Income from any other source: A child receives regular income from a private pension fund, annuity, or trust.
- Income from person outside the household: A friend or extended family member regularly gives a child spending money.
- Social Security - Disability Payments: A child is blind or disabled and receives Social Security benefits.
- Social Security - Survivor’s Benefits: A parent is disabled, retired, or deceased, and the child receives their Social Security benefits.
<table>
<thead>
<tr>
<th>Student Name (Last name, first name)</th>
<th>Parent Name (Last name, first name)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>Home Phone</td>
<td>School</td>
</tr>
<tr>
<td>City, Zip Code</td>
<td>Parent/Guardian Work Phone</td>
<td>Teacher (Grades TK-5 only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. DISCRIMINATION, HARASSMENT & BULLYING *(Refer to Parent Information Packet at http://www.mdusd.org/studentservices)*

   By checking each circle and signing below, I acknowledge the following:
   - My student and I have read and understand the Discrimination and Harassment Policies.
   - My student and I understand the consequences should my student violate the policy.
   - I have been informed of these rights.

2. ZERO TOLERANCE FOR DRUGS AND WEAPONS PROJECT *(Refer to Parent Information Packet at http://www.mdusd.org/studentservices)*

   By checking here and signing below, I acknowledge that my student has read and understands the Zero Tolerance Policy, and that my student and I understand the consequences should my student violate the policy.

3. HEALTH REQUIREMENTS/POLICIES ACKNOWLEDGEMENT *(Refer to Parent Information Packet at http://www.mdusd.org/studentservices)*

   California law requires that parents/guardians of each pupil acknowledge having been informed of rights as explained in Parents Information Packet - Health Requirements."
   - By checking this box and signing below, I acknowledge that I have been informed of these rights.

4. MEDIA RELEASE

   During the school year, schools will have events the news media and the district may want to feature. A representative may be on campus to gather photographs and/or video footage.

   In addition, parents and students may take photos of events in classrooms or around schools. These photos may be posted on the Internet or otherwise distributed without the permission of the school. Your child’s participation in these events is valued, and parent permission is needed to include him or her in events where photography may take place.

   Parents/Guardians who prefer that their child not be photographed or videotaped must notify their school by using this form. Schools make every effort to ensure the wishes of the parent/guardian. Please be aware that photographing and videotaping by a device such as a cell phone may take place without the knowledge of the teacher, principal or district staff.

   Please indicate by checking the circle(s) below if your child has your permission to participate. If you do not want your child to be photographed or videotaped at any time, check **only** the last circle. You can update this form at any time by contacting your school office.

   **Please check all that apply:**
   - I give my permission to have my student interviewed and photographed/videotaped by school district, Education Foundation and news media. Photos/Videos may be used on school or district website or brochure.
   - The district or school can provide credit to my child if his or her work is highlighted.
   - **I DO NOT want my child photographed or videotaped.**

5. RESPONSIBLE USE & GOOGLE AGREEMENT *(Refer to Parent Information Packet at http://www.mdusd.org/studentservices)*

   The Responsible Use and Google Agreement for Mt. Diablo Unified School District is an agreement and must be signed before the student is given access to the District’s Internet.

   - By checking this box and signing below, I, the student, understand and will abide by the rules and conditions outlined in these two agreements.
   - By checking this box and signing below, I, the parent/guardian, understand these two agreements and give permission for my student to have access to online District resources.

   By checking the above boxes and signing to the right, I the student, and I the parent, have read, understand and acknowledge the policies and rights outlined above and described in detail in Parent Information Packet.

   **Student and parent/guardian must check each section, sign and return form to school office.**

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
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Mt. Diablo Unified School District believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other online services available to students and teachers offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students.

Responsible uses of technology are devoted to activities which support teaching and learning. The following items constitute our agreement about the use of technology in the schools of Mt. Diablo Unified School District.

Using the computer and other devices correctly and responsibly is very important. I promise to follow these rules:

**Grades TK - 2**

1. I promise to use the computer carefully.
2. I promise to only work on the programs and web pages that my teacher tells me to use.
3. I promise to ask for help if I don’t know what to do.
4. I promise to tell my teacher if I read or see something on the computer that is inappropriate.
5. I promise never to use the computer to be hurtful to others.
6. I promise to print only when my teacher tells me to print my work.
7. I promise not to view, send or display inappropriate messages or pictures.
8. I promise to only use my own file or my own folder on the student server.
9. I understand that if I break any of my promises, I might not be able to use the computer.

**Grades 3-5**

1. I promise to use all electronic devices carefully.
2. I promise to use the computer and the Internet for school work only. I will use the programs and websites that my teacher has approved.
3. I promise not to share my password.
4. I promise not to damage or tamper with the hardware, software, or the network.
5. I promise to obey copyright and privacy laws.
6. I promise to tell my teacher if I read or see something on the computer that is inappropriate.
7. I promise not to view, send, or display inappropriate messages or pictures, for example, those that fall into this category include those that:
   a) incite or promote violence
   b) are obscene; and/or
   c) are defamatory
8. I promise not to change computer setting unless approved by a teacher.
9. I promise to print only when told by my teacher.
10. I promise to only use my own file or my own folder on the student server.
11. I understand that if I break any of my promises, I may not be able to use the computer, and/or Internet.
12. I promise never to use the computer to be hurtful to others.
13. I understand that I should not expect privacy when I use a District owned technological device; such as a Computer, tablet, or other electronic device, and when I access the internet or wireless networks via District resources.
### DISCRIMINATION, HARASSMENT & BULLYING
(Refer to Parent Information Packet at http://www.mdusd.org/studentservices)

By checking each circle and signing below, I acknowledge the following:
- My student and I have read and understand the Discrimination and Harassment Policies.
- My student and I understand the consequences should my student violate the policy.
- I have been informed of these rights.

### ZERO TOLERANCE FOR DRUGS AND WEAPONS PROJECT
(Refer to Parent Information Packet at http://www.mdusd.org/studentservices)

- By checking here and signing below, I acknowledge that my student has read and understands the Zero Tolerance Policy, and that my student and I understand the consequences should my student violate the policy.

### HEALTH REQUIREMENTS/POLICIES ACKNOWLEDGEMENT
(Refer to Parent Information Packet at http://www.mdusd.org/studentservices)

California law requires that parents/guardians of each pupil acknowledge having been informed of rights as explained in Parents Information Packet - Health Requirements.

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### MEDIA RELEASE

During the school year, schools will have events the news media and the district may want to feature. A representative may be on campus to gather photographs and/or video footage. In addition, parents and students may take photos of events in classrooms or around schools. These photos may be posted on the Internet or otherwise distributed without the permission of the school. Your child’s participation in these events is valued, and parent permission is needed to include him or her in events where photography may take place.

Parents/Guardians who prefer that their child not be photographed or videotaped must notify their school by using this form. Schools make every effort to ensure the wishes of the parent/guardian. Please be aware that photographing and videotaping by a device such as a cell phone may take place without the knowledge of the teacher, principal or district staff.

Please indicate by checking the circle(s) below if your child has your permission to participate. If you do not want your child to be photographed or videotaped at any time, check only the last circle. You can update this form at any time by contacting your school office.

- By checking each box and signing below, I acknowledge the following:
  - I give my permission to have my student interviewed and photographed/videotaped by school district, Education Foundation and news media. Photos/Videos may be used on school or district website or brochure.
  - The district or school can provide credit to my child if his or her work is highlighted.
  - I DO NOT want my child photographed or videotaped.

### RESPONSIBLE USE & GOOGLE AGREEMENT
(Refer to Parent Information Packet at http://www.mdusd.org/studentservices)

The Responsible Use and Google Agreement for Mt. Diablo Unified School District is an agreement and must be signed before the student is given access to the District’s Internet.

- By checking this box and signing below, I, the student, understand and will abide by the rules and conditions outlined in these two agreements.
- By checking this box and signing below, I, the parent/guardian, understand these two agreements and give permission for my student to have access to online District resources.

By checking the above boxes and signing to the right, I the student, and I the parent, have read, understand and acknowledge the policies and rights outlined above and described in detail in Parent Information Packet.

Student and parent/guardian must check each section, sign and return form to school office.

<table>
<thead>
<tr>
<th>Student Name (Last name, first name)</th>
<th>Parent Name (Last name, first name)</th>
<th>Grade</th>
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<th>Address</th>
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<th>City, Zip Code</th>
<th>Parent/Guardian Work Phone</th>
<th>Counselor/Vice Principal</th>
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Mt. Diablo Unified School District believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other online services available to students and teachers offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students.

Responsible uses of technology are devoted to activities which support teaching and learning. The following items constitute our agreement about the use of technology in the schools of Mt. Diablo Unified School District.

Students using online tools such as but not limited to: Docs, MDUSD Google Apps for Education (GAFE), blogs, and podcasts are considered an extension of the classroom. Therefore, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts, or other online tools. This includes—but is not limited to—profane, racist, sexist, or discriminatory remarks.

- Students using Docs, MDUSD GAFE, blogs, podcasts or other web tools are expected to act safely by keeping ALL personal information out of their posts.
- Students should NEVER post personal information on the web (including, but not limited to, last names, personal details such as address or phone numbers, or photographs).
- Students should NEVER, under any circumstances, agree to meet someone they have met over the Internet.
- Any personal blog a student creates in class is directly linked to the class blog, which is typically linked to the student profile and therefore must follow these blogging guidelines. In addition to following the information above about not sharing too much personal information (in the profile or in any posts/comments made), students need to realize that anywhere they use the blog login it links back to the class blog. Therefore, anywhere that login is used (posting to a separate personal blog, commenting on someone else’s blog, etc.), the account should be treated the same as a school blog and should follow these guidelines.
- Students should NEVER link to web sites from their blog or blog comments without reading the entire article to make sure it is appropriate for a school setting.
- Students using such tools agree to not share their username or password with anyone besides their teachers and parents and treat Web posting spaces as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog.

Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or be subject to consequences appropriate to misuse.

These are examples of inappropriate activity on the MDUSD network, but MDUSD reserves the right to take immediate action regarding activities 1) that create security and/or safety issues for the MDUSD network, Users, schools, network or computer resources; 2) that expend MDUSD resources on content it determines lacks legitimate educational content/purpose; or 3) other activities as determined by MDUSD as inappropriate.

1. Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, and harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials.
2. Criminal activities that can be punished under law.
3. Selling or purchasing illegal items or substances.
4. Obtaining and/or using anonymous email sites, spamming, spreading viruses.
5. Causing or inciting harm to others or damage to their property.
6. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials.
7. Sharing and/or sending confidential information such as but not limited to testing materials.
8. Deleting, copying, modifying, or forging other Users’ names, emails, files or data, disguising one’s identity, impersonating other Users, or sending anonymous email.
9. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance.
10. Using any MDUSD computer/mobile devices to pursue “hacking,” internal or external to MDUSD, or attempting to access information protected by privacy laws.
11. Accessing, transmitting or downloading large files maliciously, including “chain letters” or any type of “pyramid schemes.”
12. Using web sites, email, networks, or other technology for political uses or personal gain.
13. Intentionally accessing, creating, storing or transmitting material that may be deemed to be offensive, indecent, obscene, intimidating, or hostile; or that harasses, insults or attacks others.
14. Advertising, promoting non-MDUSD sites or commercial efforts and events.
15. Using the network for non-academic related bandwidth intensive activities such as network games or transmission of large audio/video files or serving as a host for such activities.
The use of Google in Mt. Diablo Unified School District

To parents/guardians,

Google Apps For Education, also known as G Suite, is a suite of free Google cloud based services that allow teachers and students to collaborate on school projects. These services from Google including Gmail, Calendar, Docs, Classroom, and more are used by tens of millions of students and teachers around the world. At Mt. Diablo Unified School District, students may use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. Additionally, there are California State Standards at each grade level that require the use of technology as they contain a digital component and G Suite is an excellent tool for this. Mt. Diablo Unified School District uses G Suite for Education, and we are seeking your permission to provide and manage a G Suite for Education account for your child.

The California State Standards include digital components such as digital citizenship, creating and using complex key word searches to locate specific resources, evaluating online resources, using digital tools to present a solution to a problem, working collaboratively with peers and/or teachers to improve and give feedback on writing as well as taking assessments. Parents who choose to not give their children access to MDUSD digital devices need to contact the site administrator to sign a waiver. Parents also must understand that their student will not have access to all of the state standards and curriculum. If you don't provide your consent, we will not create a G Suite for Education account for your child.

The notice below provides answers to common questions about what Google can and can’t do with your child’s personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child’s personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the G Suite for Education account?

Please read it carefully, let us know of any questions, and then sign the Universal Signature Form to indicate that you’ve read the notice and give your consent.

Mt. Diablo Unified School District.

________________________________________________
Full name of student

________________________________________________
Printed name of parent/guardian

____________________________  ________________
Signature of parent/guardian     Date

I give permission for Mt. Diablo Unified School District to create/maintain a G Suite for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice below.
G Suite for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their G Suite for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://gsuite.google.com/terms/user_features.html):

- Gmail
- Google+
- Calendar
- Chrome Sync
- Classroom
- Cloud Search
- Contacts
- Docs, Sheets, Slides, Forms
- Drive
- Groups
- Hangouts, Hangouts Chat, Hangouts Meet, Google Talk
- Jamboard
- Keep
- Sites
- Tasks
- Vault

In addition, we also allow students to access certain other Google services with their G Suite for Education accounts. Specifically, your child may have access to some or all of the following “Additional Services”:

- App Maker
- Blogger
- Chrome Web Store
- Feedburner
- Fusion Tables
- Google+
- Google Analytics
- Google Bookmarks
- Google Books
- Google Cloud Platform
- Google Cloud Print
- Google Custom Search
- Google My Maps
- Google Photos
- Google Play Console
- Google Takeout
- Google Translator Toolkit
- Google Voice
What choices do I have as a parent or guardian?

Google may also collect personal information directly from students, such as telephone number for your child. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls with its partners. First, you can consent to the collection and use of your child’s information by Google. If you don’t consent, you may not be able to sign up or register for without the District’s knowledge. We recommend that you encourage your student to be cautious about their use of email and the internet.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at https://gsuite.google.com/terms/education_privacy.html You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?

When creating a student account, Mt. Diablo Unified School District may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the G Suite for Education account. When a student uses Google services, Google also collects information based on the use of those services.

This includes:
- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
- log information, including details of how a user used Google services, device event information, and the user’s Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors; unique application numbers, such as application version number; and cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

How does Google use this information?

In G Suite for Education Core Services, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.
In Google Additional Services, Google uses the information collected from all Additional Services to provide, maintain, protect and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results. Google may combine personal information from one service with information, including personal information, from other Google services.

Does Google use student personal information for users in K-12 schools to target advertising?

No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with an G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using an G Suite for Education account.

Can my child share information with others using the G Suite for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.

Will Google disclose my child’s personal information?

Google will not share personal information with companies, organizations and individuals outside of Google unless one of the following circumstances applies:

- With parental or guardian consent. Google will share personal information with companies, organizations or individuals outside of Google when it has parents’ consent (for users below the age of consent), which may be obtained through G Suite for Education schools.
- With Mt. Diablo Unified School District G Suite for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.
- For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google’s instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.
- For legal reasons. Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
  - meet any applicable law, regulation, legal process or enforceable governmental request.
  - enforce applicable Terms of Service, including investigation of potential violations.
  - detect, prevent, or otherwise address fraud, security or technical issues.
  - protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.
What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child’s information by Google. If you don’t provide your consent, we will not create a G Suite for Education account for your child, and Google will not collect or use your child’s information as described in this notice. If you consent to your child’s use of G Suite for Education, you can access or request deletion of your child’s G Suite for Education account by contacting your school site administrator. If you wish to stop any further collection or use of your child’s information, you can request that we use the service controls available to limit your child’s access to features or services, or delete your child’s account entirely. You and your child can also visit https://myaccount.google.com while signed in to the G Suite for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google’s G Suite for Education accounts or the choices available to you, please contact Mt. Diablo Unified School District. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the G Suite for Education Privacy Center (at https://www.google.com/edu/trust/), the G Suite for Education Privacy Notice (at https://gsuite.google.com/terms/education_privacy.html), and the Google Privacy Policy (at https://www.google.com/intl/en/policies/privacy/). The Core G Suite for Education services are provided to us under Google’s Apps for Education agreement (at https://www.google.com/apps/intl/en/terms/education_terms.html) [if school/district has accepted the Data Processing Amendment (see https://support.google.com/a/answer/2888485?hl=en), insert: and the Data Processing Amendment (at https://www.google.com/intl/en/work/apps/terms/dpa_terms.html)].

Revised: 6/4/19
DISTRICT REQUEST FOR THE RELEASE OF DIRECTORY INFORMATION TO THE MILITARY
(Appplies to Grades 11 and 12 Only)

The Director, Student Services may authorize the release of directory information (student's name, address, and telephone number) to Armed Services recruiting officers for high school juniors and seniors.

The release of all student information is done in accordance with safeguards and procedures established by the California Education Code and the Federal Family Education Rights and Privacy Act. No personally identifiable information from a student's record other than that authorized by administrative regulation may be released without prior written consent of the parent or guardian.

Section 9528 Armed Forces Recruiter Access to Students and Student Recruiting Information states that a secondary school student or the parent of the student may request that the student's name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request. If you do not want your student's personal information released to the military, please complete this form within 30 calendar days from the beginning of each school year and return it to your high school office.

Please feel free to make additional copies of this form for more than one student in grades 11 and 12.

☐ I do not want my student's personal information released to the military. (Students eighteen years and older may make this request on their own behalf.) This request shall remain in effect until graduation from high school.

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<tr>
<th>Student name</th>
<th>Birth date</th>
<th>Home phone</th>
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<tr>
<td>Student address</td>
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<tr>
<td>High School</td>
<td>Student ID</td>
<td>Grade</td>
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<tr>
<td>Parent or Guardian Name (print)</td>
<td>Parent or Guardian Signature</td>
<td>Date</td>
</tr>
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</table>

☐ I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that I am the parent or guardian of this student.
Dear Parents:

The Mt. Diablo Unified School District ("District") does not carry medical insurance for students who are injured on school premises, while under school jurisdiction or while they are participating in District activities. For this reason, the District has approved a medical and dental accident insurance plan for presentation to parents.

The insurance program offered is optional. It complies with the State Education Code that permits distribution of necessary information from the company providing the coverage. Student accident insurance may be purchased for school-time coverage, 24-hour coverage and/or interschool tackle football coverage. In addition, a dental accident plan is available. The plans are designed to provide maximum protection for students. You may wish to consider the benefits of additional coverage even if you already have medical insurance.

The Mt. Diablo Unified School District does not act as an agent for this or any other insurance provider. The insurance, if purchased, is a separate contract between the buyer and the insurance company. The District cannot and will not become involved in any disputes over coverage or payment of claims. The District has no financial interest in the purchase of any insurance. Parents are free to purchase this type of insurance from any other source if you wish.

You may access the application and a description by following the steps listed below:

1. Log on to www.studentinsuranceusa.com
2. Click on Student Insurance Tab
3. Click on K-12 Students
4. Click on K-12 Online Enrollment
5. Select State and click on Look Up
6. Click on link to display plan details

You may then print and complete the application and mail it directly to the Student Insurance Company. If you prefer, you may contact the company directly at 1-800-367-5830. For high school athletes, each high school has a supply of the application forms for your convenience.

Yours very truly,

Rose Ramos
Chief Business Officer
ANNOUNCEMENT OF NONDISCRIMINATION

The Mt. Diablo Unified School District does not discriminate on the basis of race, color, national origin, gender, disability, age, marital status or religion in any of its policies, practices, or procedures. This nondiscrimination policy complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act of 1990 and other Federal and State laws. Coverage applies to admission and access to, and treatment and employment in all District programs and activities including vocational education. The lack of English language skills will not be a barrier to admission and participation in vocational education or any other District program.

Students, parents, guardians, or any other individual having questions or concerns regarding the Mt. Diablo Unified School District nondiscrimination policy or the filing of discrimination complaints should contact the Equity Compliance Officer, Jennifer Sachs, Executive Director of Instructional Support (682-8000, ext 4026) Mt. Diablo Unified School District, 1936 Carlotta Drive, Concord, CA 94519.

Parents/guardians may call the Director, Student Services (682-8000, ext. 4069) to inquire about the availability of the MDUSD Parent Information Packet in alternative formats.

PUBLIC NOTICE

Asbestos Containing Materials

The district has a complete and updated management plan for asbestos containing materials available at the main office of each school and at the office of Maintenance, Operations & Facilities located at 1480 Gasoline Alley, Concord.

Americans with Disabilities Act

The Mt. Diablo Unified School District complies with the Americans with Disabilities Act of 1990, Public Law 101-336 (ADA), which prohibits discrimination on the basis of disability. The ADA, as applied to school districts, requires that no qualified individual with a disability shall, on the basis of a disability, be denied the benefits of school district services, programs, or activities. Accordingly, this school district will not refuse to allow a person with a disability to participate in a school district service, program, or activity simply because the person has a disability.

This school district will not provide services or benefits to individuals with disabilities through programs that are separate or different, unless the separate programs are necessary to ensure that the benefits and services are equally effective.

This school district will not subject individuals with disabilities to discrimination in employment under any service, program, or activity conducted by the School District.

This school district will take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. This school district will make reasonable accommodations in policies, practices, or procedures when necessary to avoid discrimination on the basis of disability, unless a fundamental alteration in a school district program would result.

This school district will operate its programs so that, when viewed in their entirety, they are readily accessible to and usable by individuals with disabilities.

For Further Information

In accordance with Section 35.106 of the ADA’s Title Two Regulations, all applicants, participants, beneficiaries, and other interested persons are advised that further information may be obtained from the School District and from the Office on the Americans with Disabilities Act, Civil Rights Division, U.S. Department of Justice, Washington, D.C. 20035-6118 (202) 514-0301 (Voice) or (202) 514-0381 (TDD). Braille, audio cassette, and computer diskette versions of this Public Notice are available from the school district.

Telecommunications Device for the Deaf (TDD) lines are available at all schools.