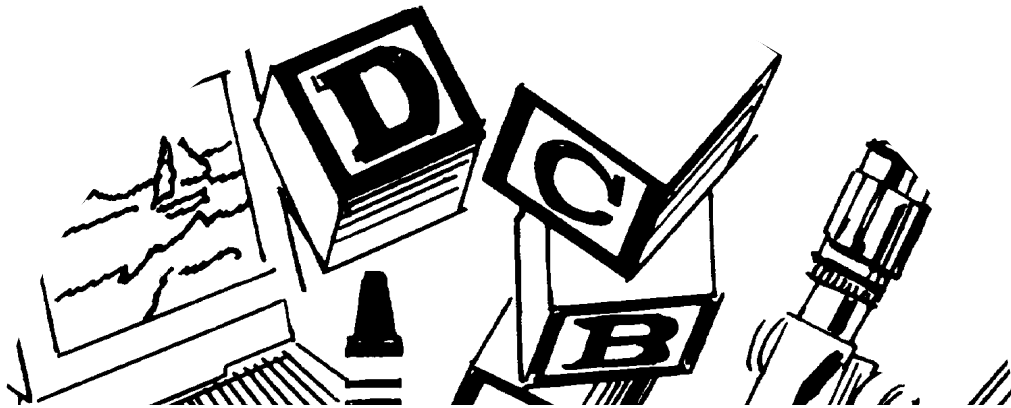
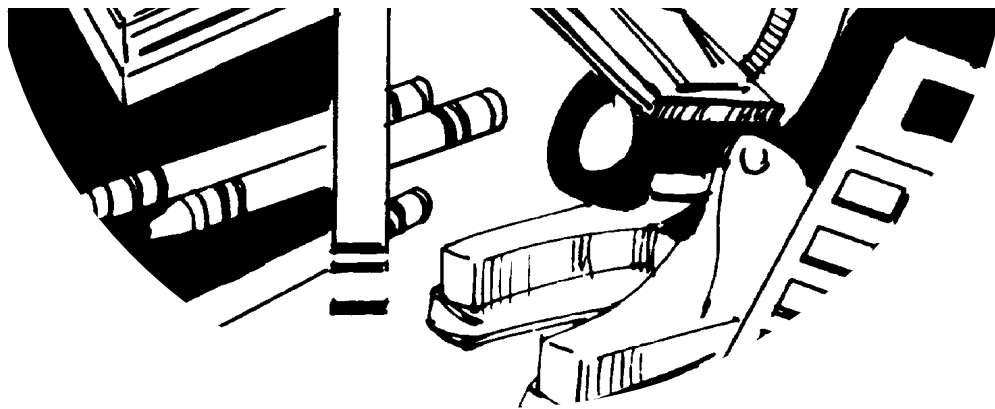


MT. DIABLO UNIFIED SCHOOL DISTRICT

2015-2016



Parent Information Packet



Visit Mt. Diablo Unified School District on the Web at www.mdusd.org

Please review the material in this booklet.
Then SIGN and RETURN the Universal Acknowledgment form on page 1.



Mt. Diablo Unified School District

JAMES W. DENT EDUCATION CENTER

1936 Carlotta Drive, Concord, CA 94519-1397 (925) 682-8000

website: www.mdusd.org
e-mail format: [lastnamefirstname]@mdusd.org

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Assistant Superintendent of Middle Schools

Chris Holleran
Assistant Superintendent of High Schools

Jeffery McDaniel
Executive Director, Operational Services

Jennifer Sachs
Executive Director, Instructional Support

STUDENT SERVICES DEPARTMENT

Felicia Stuckey-Smith, J.D.
Director, Student Services

Linda Pete
Administrator, Student Services

James Wogan
Administrator, School Linked Services

School Accountability Reports and this Document are Now Available on the World Wide Web

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.

"Smoking and the use of all tobacco products is prohibited within any district building, facility, or vehicle. In addition, smoking and the use of all tobacco products is prohibited on district grounds."



MT. DIABLO UNIFIED SCHOOL DISTRICT
JAMES W. DENT EDUCATION CENTER
1936 Carlotta Drive
Concord, CA 94519-1358
(925) 682-8000

Office of the Superintendent

August 2015

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,

A handwritten signature in blue ink that reads "Nellie Meyer".

Nellie Meyer, Ed.D.

Superintendent



Student Name (Last name, first name)	Parent Name (Last name, first name)	Grade
Address	Home Phone	School
City, Zip Code	Parent/Guardian Work Phone	Teacher (Grades K-5 only)

1. DISCRIMINATION, HARASSMENT & BULLYING

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

- ☐ 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

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 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 AGREEMENT

The Responsible Use 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 for access to District's Internet.
- ☐ By checking this box and signing below, I, the parent/guardian, give permission for my student to have access to the District's Internet.

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.

Student Signature

Date

Parent/Guardian Signature

Date

**DISTRICT REQUEST FOR THE RELEASE OF DIRECTORY INFORMATION
TO THE MILITARY
(Applies to Grades 11 and 12 Only)**

The Director of 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 of No Child Left Behind Act 2001 (NCLB) states that parents or guardian have the right to request that student information **not be released** to military recruiters without prior written parental consent. 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.**

Student Name	Birth Date	Home Phone
--------------	------------	------------

Student Address		
-----------------	--	--

High School	Student ID #	Grade
-------------	--------------	-------

Parent or Guardian Name (print)	Parent or Guardian Signature	Date
---------------------------------	------------------------------	------

☐ 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.

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District Hotline

(925) 709-4847

(see page 34 for further 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 students 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

School	Phone	Principal
Ayers	682-7686	Laura Casdia
Bancroft	933-3405	Linda Schuler
Bel Air	458-2606	Franco Marco
Cambridge	686-4749	Gary Galván
Delta View	261-0240	Cheryl Champion
El Monte	685-3113	Christina Boman
Fair Oaks	685-4494	Jon Pierce
Gregory Gardens	827-3770	Cheryl Kolano
Hidden Valley	228-9530	Rich Gorton
Highlands	672-5252	Vicki Eversole
Meadow Homes	685-8760	Sandra Wilbanks
Monte Gardens	685-3834	Susan Peters
Mountain View	689-6450	Brent Brinkerhoff
Mt. Diablo	672-4840	Irene Keenan
Pleasant Hill	934-3341	Ifeoma Obodozie
Rio Vista	458-6101	Susan Valdez
Sequoia	935-5721	David Franklin
Shadelands	685-3533	Jenny Vargas
Shore Acres	458-3261	Cathy Chan
Silverwood	687-1150	Julie Johnson
Strandwood	685-3212	Liz Kim
Sun Terrace	682-4861	Kristan Martin-Meyer
Sunrise	687-0202	Jenny Vargas
Valhalla	687-1700	Marji Calbeck
Valle Verde	939-5700	Mignon Perkins
Walnut Acres	939-1333	Colleen Dowd
Westwood	685-4202	Nancy Klinkner
Woodside	689-7671	Cindy Matteoni
Wren Avenue	685-7002	Cindy Goin
Ygnacio Valley	682-9336	Linn Kissinger

MIDDLE SCHOOLS

School	Phone	Principal
Diablo View	672-0898	Patti Bannister
El Dorado	682-5700	Robert Humphrey
Foothill	939-8600	April Bush
Oak Grove	682-1843	Christina Filios
Pine Hollow	672-5444	Shelley Bain
Pleasant Hill	256-0791	Terry McCormick
Riverview	458-3216	Eric Wood
Sequoia	934-8174	Kevin Honey
Valley View	686-6136	Lisa Sullivan

HIGH SCHOOLS

School	Phone	Principal
College Park	682-7670	Paul Gengler
Concord	687-2030	Rianne Pfaltzgraff
Mt. Diablo	682-4030	Lianne Cismowski
Northgate	938-0900	Michael McAlister
Ygnacio Valley	685-8414	Efa Huckaby

NECESSARY SMALL HIGH SCHOOLS

School	Phone	Administrator
Crossroads	689-6852	Samantha Allen
Gateway	458-1316	Rachelle Buckner
Nueva Vista/Summit	687-0991	Brook Penca
Prospect	945-7902	Sharon Brockman

ALTERNATIVE EDUCATION PROGRAMS

682-8000, x4058

Program/Phone	Administrator
Olympic 687-0363	Lynsie Castellano
Horizons School (Home Independent Study) 682-8000, x3950 (Center for Independent Study) 682-8000, x3960 Summer School/Intervention Office: 682-8000, x3901 Recorded Information: 682-8000, x3971	Sharon Brockman

ADULT EDUCATION PROGRAMS

685-7340, x6710

G. Vittoria Abbate, Director

MT. DIABLO UNIFIED SCHOOL DISTRICT
BEFORE AND AFTER-SCHOOL CHILD CARE PROVIDERS
(Located on School Premises)

School	Provider	Phone
Ayers Elem.	Dianne Adair Day Care	671-4922
Bancroft	Dianne Adair Day Care	938-4063
Delta View	Dianne Adair Day Care	682-8000, ext. 84234
El Monte	Dianne Adair Day Care	682-5060
Gregory Gardens	Pleasant Hill Park & Rec. "Kidstop"	680-5298
Hidden Valley	YWCA	229-5659/766-8778
Hidden Valley	YMCA	383-4583 or 682-8000, ext. 84350
Highlands	Dianne Adair Day Care	672-6144
Monte Gardens	Dianne Adair Day Care	356-2343
Mountain View	YMCA	689-1170
Mt. Diablo Elem.	Clayton Community School	672-0388
Pleasant Hill Elem.	Dianne Adair Day Care	938-3043
Rio Vista	YWCA - Delta Youth	458-8183
Riverview	YWCA	458-8189
Sequoia Elem.	Dianne Adair Day Care	939-6336
Silverwood	Lads and Lassies	687-4550
Strandwood	YMCA	687-1004
Valhalla	YMCA	827-4743
Valle Verde	Valle Verde Children's Center	944-5255
Walnut Acres	Walnut Acres Day Care	932-0507
Westwood	Dianne Adair Day Care	969-1784
Woodside	YMCA	676-9534
Ygnacio Valley Elem.	Champions	798-0864

CARES Programs	Mt. Diablo Unified School District	691-0351
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Bel Air, Cambridge, Delta View, El Dorado, El Monte, Fair Oaks, Meadow Homes,
Mt. Diablo High, Oak Grove, Rio Vista, Riverview, Shore Acres, Sun Terrace, Wren Ave.,
Ygnacio Valley Elem., Ygnacio Valley High

2015-2016 School Calendar

Holidays • Report Periods

First Day of School	August 25, 2015
Labor Day	September 7, 2015
End First Quarter	October 27, 2015
Veterans' Day	November 11, 2015
End First Trimester	November 18, 2015
Thanksgiving Holiday	November 23 - 27, 2015
Winter Recess	Dec. 21, 2015 - Jan. 1, 2016
Dr. Martin Luther King, Jr. Day	January 18, 2016
End Second Quarter and End First Semester	January 21, 2016
Lincoln's Day	February 8, 2016
President's Day	February 15, 2016
End Second Trimester	March 8, 2016
Spring Recess	March 28 - April 1, 2016
End Third Quarter	April 6, 2016
Memorial Day	May 30, 2016
End Third Trimester, Fourth Quarter & Second Semester	June 10, 2016

2015-2016 Test Calendar (Tentative**)

Tests • Testing Dates

CAHSEE – English-Language Arts (Grades 11, 12 & AE)	November 3, 2015
CAHSEE – Mathematics (Grades 11, 12 & AE)	November 4, 2015
CAHSEE – English-Language Arts (Grades 10-12 & AE)	February 2, 2016
CAHSEE – Mathematics (Grade 10-12 & AE)	February 3, 2016
CAHSEE – English-Language Arts (Grade 10 makeup, 12 & AE)	March 15, 2016
CAHSEE – Mathematics (Grade 10 makeup, 12 & AE)	March 16, 2016
CAASPP 1 – (Grades 3 thru 8)	March 14- June 10, 2016*
CAASPP 1 – (Grade 11)	April 20- June 10, 2016*
CAASPP 2 – CST/CMA/CAPA Science (Grades 5, 8 and 10)	April 18 - May 20, 2016*
CAASPP 2 – STS (Grades 2 thru 11)	April 18, - May 20, 2016*
Advanced Placement Tests (High School, Optional)	May 2 - May 13, 2016

State funding available to students to cover the costs of

Advanced Placement Exam fees may be affected by State budget cuts.

CAHSEE: California High School Exit Exam

CAASPP 1: California Assessment of Student Performance & Progress. Computer Adaptive Testing

CAASPP 2: California Assessment of Student Performance & Progress. Paper - Pencil Testing

►► * 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 MDUSD website (www.mdusd.org) for test calendar.

Resources for Parents/Guardians

PARENT/GUARDIAN LIAISON

Mt. 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:

- Student Attendance Review Board (SARB)
- 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/2015-16

Mt. Diablo Adult Education Parent Education Program provides classes, workshops and presentations to support parents/guardians in the MDUSD district. A Pre-K and early childhood program and evening parenting classes are offered on the Loma Vista Campus. Parent Cooperative School Readiness PreKs are offered at four elementary sites. Many evening parenting classes are offered on various school campuses.

Loving Solutions (Parent Project Junior) is offered for parents/guardians who have elementary children with discipline challenges. The *Parent Project* for parents/guardians who have strong willed, out-of-control teens is offered through Parent Education two times each school year. Information regarding parenting classes, pre-schools, workshops, and mini conferences can be obtained by calling the Parent Education Program: (925) 685-7340, ext. 6722.

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 Parent Support brochure or contact the Parent/guardian Liaison. (see above)

DRUG AND ALCOHOL/TEEN ANGER MANAGEMENT WORKSHOPS

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

Student and Parent/guardian Drug and Alcohol Workshops

October 10, 2015 (Spanish)
November 14, 2015
January 9, 2016 (Spanish)
February 20, 2016
March 19, 2016 (Spanish)
April 30, 2016
June 4, 2016 (Spanish)

Student and Parent/guardian Teen Anger Workshops

October 10, 2015
November 14, 2015 (Spanish)
January 9, 2016
March 19, 2016 (Spanish)
April 30, 2016 (Spanish)

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

SPEAKERS' BUREAU

Speakers' Bureau is comprised of parent/guardian education professionals who can be requested to speak at your meetings and events. Speakers are credentialed educators. (Call to request a topic list.) There is a small fee of \$75 per presentation.

Please call for more information or a class schedule, (925) 685-7340, ext. 2771.

MDUSD FOSTER YOUTH SERVICES

(925) 458-6858, fosteryouth@mdusd.org

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

Call "211" for resource information in Contra Costa County.

Notice to Parents and Guardians

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. 4050). 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 3 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 TK through 12), children under age 18 years must have immunizations as outlined below: These immunizations meet the requirements of the California School Immunization Law, Health and Safety Code, Sections 120326-120375 and the recommendations of the Center for Disease Control & Prevention and the American Academy of Pediatrics.

Vaccine

Polio (IVP)
Ages 4-6

Required Doses

4 doses at any age
3 doses meet the requirements if the 3rd dose was given on or

after the 4th birthday.
Ages 7-17
3 doses meet the requirement if the 3rd dose was given on or after the 2nd birthday.

Diphtheria, Tetanus and Pertussis (DPT, DTaP, Tdap)

5 doses at any age
Ages 4-6
4 doses meet the requirement if the 4th dose was on or after the 4th birthday
Ages 7-17
4 doses meet the requirement if the 4th dose was given after the 2nd birthday

Tdap booster

(Pertussis booster) 1 dose on or after the 7th birthday for grades 7-12

Measles, Mumps, and Rubella (MMR)

2 doses - The first dose must be given on or after the 1st birthday.

Hepatitis B

3 doses at any age

Varicella (VZV, chickenpox)

1 dose – given on or after the 1st birthday (2 doses recommended) or healthcare provider verification "had disease"
2 doses required if ages 13-17 who were admitted to California schools after 07/01/01

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

Exemptions

Exemptions from immunization requirements are allowed when:

1. Effective 01/01/2014, the parents/guardians must present a signed statement from their healthcare provider that states that the risks and benefits were discussed and a written statement from the parent/guardian that they received this information. (AB2901)
2. Medical Exemption (temporary or permanent) the student's parent/guardian provides a written statement by a licensed physician that the physical condition or medical circumstances of the student are such that immunizations are unsafe (temporary) or are permanently not indicated.

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 Cod 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)

- Vision and hearing screening is provided by the school nurse or audiologist in some cases, for all kindergarten, 2nd, 5th, 8th and 10th grade students. This screening may be provided to all newly enrolled students. Students may also be screened when referred to the school nurse or audiologist by school staff, parents/guardians, students themselves.
- Scoliosis screening is provided by the school nurse for all 7th grade girls and 8th grade boys.
- All students are scheduled for these screening activities unless a parent/guardian has filed a written request to excuse their child. These requests need to be renewed annually.

Parents/guardians enrolling their students in kindergarten need to submit proof of a school entry physical examination (Report of Health Examination For School Entry), or a signed waiver. The examination may be completed 6 months before entering kindergarten.

School Entry health examinations are available at the following locations:

- Your usual source of medical care
- Contra Costa Health Services community clinics.
Antioch Health Center, Bay Point Health Center, Brentwood Health Center, Concord Health Center, Martinez Health Center, N. Richmond Center for Health, Pittsburg Health Center, Richmond Health Center 1-800-495-8885
- Child Health & Disability Prevention Program (CHDP)
925-313-6150
- Community Clinics in Contra Costa
La Clínica Pittsburg 925-431-1230
La Clínica Monument 925-363-2000

Oral Health Examination

As of 01/01/07, a new oral health (dental) law passed (E.C. 49452.8) that required children entering public school for the first time, in 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 overweight 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 girls
- High blood pressure or abnormal blood fats 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 (A1C) test.** A blood test that measures the average blood sugar level over 2-3 months. An A1C 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 less 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 intended 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

HELPING CHILDREN WITH DIABETES SUCCEED: A GUIDE FOR SCHOOL PERSONNEL:

<http://ndep.nih.gov/media/YouthNDEPSchoolGuide.pdf>

KIDS HEALTH.ORG: <http://kidshealth.org/parent>
<http://kidshealth.org/kids>
<http://kidshealth.org/teens>

MAYO CLINIC: www.mayoclinic.org

NATIONAL LIBRARY OF MEDICINE (NLM) AND NATIONAL INSTITUTES OF HEALTH'S (NIH) MEDLINE: www.medlineplus.gov

U.S. CENTERS FOR DISEASE CONTROL AND PREVENTION: www.CDC.gov
 CHILD HEALTH AND DISABILITY PROGRAM (CHDP) - For information on no cost health exams, (925) 313-6150.

Administration of Medication

The administration of medication (prescription and/or non prescription medications) to students during school hours may be done in exceptional circumstances wherein the child's health may be jeopardized without it. A district authorization form must be submitted to the school which has been signed by their health care provider and the parents/guardians. It must also be approved by the school principal.

All medication must be provided in the original container with labels listing the student's name, and number of the pharmacy, physician name, and the dosage to be administered.

Students may not carry any medication without consent from the principal. All medications carried by students without consent will be confiscated and held for parents/guardians. Parents/guardians will be notified in a timely manner if such a circumstance occurs. Under no circumstances may school personnel provide aspirin or any other patent medicine to students without a completed authorization 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 Healthy Families/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 can call 1-888-747-1222.

Specialized Health Care Services

Some students require 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 the routine services under the supervision of a school nurse, or licensed physician in accordance with law. Written documentation of services needed, 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 school nurse to develop a plan for needed services to be provided. (Policy 5141.24)

Please feel free to contact the Food Service office at (925) 682-8000, ext. 4124, with questions about our menu that may affect your child.

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 Benchmarks

The English Language Development Benchmarks used for students learning English have been aligned with the District's English/Language Arts Standards. These Benchmarks can be found on the district web page at www.mdusd.org (go to Student Achievement & School Support; English Language Learners).

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, class-work, 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

1. 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.
 - b. return homework assignments completed and on time.
 - c. complete work independently unless otherwise directed.
 - d. use returned homework for a study guide as appropriate.
 - e. plan effectively and manage their time by staying focused and on task.
 - f. 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. encourage 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 resources (library, CDs, DVDs, internet access, etc).

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.
- 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 sub-categories 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, parent or 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

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

Definition of Grades

Grades shall be reported each marking period as follows:

A	(90-100%)	Outstanding Achievement 4.0 grade points
B	(80-89%)	Above Average Achievement 3.0 grade points
C	(70-79%)	Average Achievement 2.0 grade points
D	(60-69%)	Below Average Achievement 1.0 grade points
F	(0-59%)	Little or No Achievement 0
I		Incomplete 0
P		Pass 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
(High School Level)**

The district encourages students to take advanced placement 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:

A = 5 points	D = 1 point
B = 4 points	F = 0
C = 3 points	

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 stu-

dent/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 an absence is not verified as excusable within three days (72 hours), it shall be recorded as unexcused. The person receiving any explanation of the absence by the parent/guardian shall make a record of this explanation and the date when it was given.

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 grades 5 and 7 Life Science Classes, and in high school Biology and Health Education classes as well as certain high school P.E classes. You may request that your child be excused from any instruction in which HUMAN REPRODUCTIVE ORGANS AND THEIR FUNCTIONS are described, illustrated or discussed, or from instruction about SEXUALLY TRANSMITTED DISEASES. 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 5, 2015 through October 9, 2015, 8:00 a.m. to 4:30 p.m. and 6:00 p.m. to 8:00 p.m., and Monday through Friday, January 25, 2015 through January 29, 2016, 8:00 a.m. to 4:30 p.m. and 6:00 p.m. to 8:00 p.m. (School Support, 682-8000, ext. 4044) (E.C. 51937, 51938, 51939)

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.

Bilingual Education for Students Learning English

State law requires that all students learning English as a second language be enrolled in English language classrooms where nearly all instruction is provided in English. Parents/guardians of students learning English as a second language have the option to request that their children be enrolled instead in a program of bilingual instruction.

To request a program of bilingual instruction for their children, parents/guardians must go to the principal's office at their students' school and request a parent exception waiver form. The waiver form will explain to the parents/guardians the different instructional programs available for their students. If the parents/guardians want their students enrolled in a bilingual education program, the parents/guardians must fill in the parent exception waiver and deliver it to the principal of the school.

The principal will carefully consider the parents' request to have their students enrolled in a program of bilingual instruction. The principal will review the students' academic performance with their teachers. The principal will then grant the parent's request for a bilingual program, if the principal concludes that a program of bilingual instruction is the best means of helping the students learn English. The principal will respond to the parents' request in writing.

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) 458-6858, 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 introductions 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)).

MDUSD Foster Youth Services works collaboratively with school staff, caregivers, social workers, probation officers, court appointed special advocates, attorneys, and other vested parties to develop intervention plans to educate students in least restrictive environments and to offer any support or services that help the child to succeed in school. MDUSD designates the Administrator of School Linked Services as the District Liaison for Foster Youth, (925) 458-6858.

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 1 "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 Linked Services as the District McKinney Vento/Homeless Liaison, (925) 458-6858.

The Superintendent designates the following person as the district liaison for Homeless Students and Foster Youth: James Wogan, Administrator, School-Linked Services, Phone 925-458-6858.

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 varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating minimum levels of achievement required for satisfactory performance in the subsequent grade.

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.

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.

High School Exit Exam * (Graduation Requirement)

Every student must pass the California High School Exit Exam in order to receive a high school diploma. The test has two parts: one in English/Language Arts; the other in Mathematics. Students must pass both. Once they pass one part, they do not have to take that part again. They will have many opportunities to succeed. Students are required to take the Exit Exam in the spring of their 10th grade. If they do not pass one or both parts at that time, they will have additional opportunities each year (see Test Calendar on page 10). Students are urged to take advantage of these opportunities and not wait until their senior year to fulfill this requirement. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

*As of July 2015, legislation is pending which will suspend the CAHSEE as a graduation requirement. Once legislation is concluded, information will be forwarded by the district.

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. Students will be required

to take and pass the High School Exit Exam as mandated by the State of California. 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:

	Comprehensive	Alternate Ed/ Continuation
<u>Grade</u>	<u>Credits</u>	<u>Credits</u>
9	0-54	
10	55-104	0-100
11	105-164	101-145
12	165-220	146-200

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

Comprehensive High School	Alternative & Adult Education
Class of 2016 = 220 credits	Class of 2016 = 200 credits
English/40 credits/4 years	English/40 credits/4 years
Science/200 credits/2 years	Science/20 credits/2 years
1 yr. of Biological and	1yr. of Biological and
1 yr. of Physical Science	1 yr. of Physical Science
World History/10 credits/1 year	World History/10 credits/1 year
U.S. History/10 credits/1 year	U.S. History/10 credits/1 year
U.S. Government/Economics/ 10 Credits/1 year	U.S. Government/Economics/ 10 Credits/1 year
Mathematics/30 credits/3 years*	Mathematics/30 credits/3 years*
Visual & Performing Arts OR	Visual & Performing Arts OR
World Language OR Career	World Language OR Career
Technical Ed/20 credits**	Technical Ed/20 credits**
P.E./20 credits/2 years	No PE Requirement
Electives/60 credits	Electives/60 credits

* The only Mathematics course requirement by the State of California is Algebra I

**Students pass 10 credits each in two of the three areas.

In addition to the basic course of study, every student shall have passed the California High School Exit Exam. Students, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12, are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12. Supplemental instruction shall be made available to any student who does not demonstrate "sufficient progress" as defined in Board Policy.

For complete Board Policy, see Board Policy #6146 on the District's web page under Board of Education tab.

Child Abuse – Parent/guardian Information

Child Abuse

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 parent/guardian or caretaker under circumstances indicating harm or threatened harm to the child's health and welfare.
- **Emotional Abuse:** Mandated reporters may report suspected emotional abuse. (P.C. 11166.05) However, suspected cases of severe emotional abuse that would constitute willful unjustifiable mental suffering of a child must be reported. (P.C. 11165.3)

Mandated Reporters

Under California Law, Penal Code Sections 11165.7, any educator, instructional aid, teacher assistant, administrator, a classified employee of any public or private school, health practitioner, firefighter, and other designated community members, are mandated to report suspected child abuse.

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.

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.

Program/Telephone	Eligible Students
Alternate School Programs	
Monte Gardens Elem. Sch. 685-3824	Students, Grades K-5
Sequoia Elem. School 935-5721	Students, Grades K-5
Sequoia Middle School 934-8174	Students, Grades 6-8
Charter School	
Eagle Peak 676-2044	Students, Grades K-5
Foster Youth Program	
458-6858	Students in foster placement
Home and Hospital Program	
363-3408	Students having a medical release from school for a minimum of 2 wks.
Continuation High Schools	
Olympic High School 687-0363	Students age 16 - 18.
Program specializes in individualized instruction, community volunteer programs, and independent study options. Primarily for students who are deficient in graduation credits.	
Necessary Small High Schools 682-8000 x4058 District Office Gateway 458-1316 Nueva Vista, Summit 687-0991	Students age 16 - 18.
Crossroads, Gateway, Nueva Vista, Prospect, and Summit Programs specialize in individualized instruction and community volunteer programs. Program provides individual attention in a small school setting.	
Horizons: Home Independent Study	
682-8000 x3950	
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.	
Horizons: Center for Independent Study	
682-8000 x3960	
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 #2751

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, Biology, Earth Science, Algebra I, English, Photography, and Geometry (summer only).

Class times: Fall and Spring classes meet twice a week from 3:45-6:00 p.m. Some evening classes are available. Summer classes meet from 8:30 a.m. to 1:00 p.m. We offer two consecutive, three week summer terms.

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 Mt. 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.

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)

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 pri-

mary 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

Section 504 of the Rehabilitation Act is a Civil Rights Act which prohibits discrimination against disabled persons. Regulations require identification, evaluation, provision of appropriate services, and procedural safeguards. This provision is a responsibility of the general education system and is not part of the special education program. If a parent/guardian believes their child has a disability that affects the ability of the child to function at school, the parent/guardian should contact the school principal to discuss their concern. Parents/guardians can also request more information about Section 504 by calling the Director, Student Services (682-8000, ext. 4069).

Section 504 of The Rehabilitation Act of 1973

Notice of Parent/Guardian and Student Rights

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

An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks; has a record of such impairment or is regarded as having such impairment.

It is the purpose of this notice to set out the rights assured by Section 504. If parents/guardians have questions regarding parents' rights under Individuals with Disabilities Education Act (IDEA), they should contact the Director, Student Services (682-8000, ext. 4069).

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 child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. (34 CFR 104.35.)
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 CFR 104.35.)
10. Parents/guardians have the right to notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. (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

child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. (34 CFR 104.36.)

13. If parents/guardians wish to challenge the actions of the district's Section 504 team in regard to a child'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. Who should the parents/guardians contact regarding Section 504 questions and concerns?

Please contact the school principal or:

Felicia Stuckey-Smith
Director, Student Services
1936 Carlotta Drive, Concord, CA 94519
(925) 682-8000, extension 4069
smithf@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:

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105
Telephone: (415) 486-5555
FAX: (415) 486-5570
TDD: (877) 521-2172
email: ocr.sanfrancisco@ed.gov

MT. DIABLO UNIFIED SCHOOL DISTRICT UNIFORM COMPLAINT PROCEDURES

The Superintendent or designee shall annually provide written notification of the Mt. Diablo Unified School District uniform complaint procedures (UCP) to students, employees, parent/guardians, the Mt. Diablo Unified School District advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622) The Superintendent or designee shall make available copies of the Mt. Diablo Unified School District's uniform complaint procedures free of charge. (5 CCR 4622)

The Mt. Diablo Unified School District is primarily responsible for compliance with state and federal laws and regulations.

Mt. Diablo Unified School District shall investigate and seek to resolve complaints at the local level using the policies and procedures adopted by the local board as the Uniform Complaint Procedures. These procedures shall be used when addressing complaints alleging unlawful discrimination based on actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age, gender, color or physical or mental disability, or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, career/technical, Indian education, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

Uniform complaint procedures shall be used to address any complaint alleging the district's failure to comply with the prohibition against requiring students to any fees, deposits or other charges for participation in education activities, and the requirements for the development of a school safety plan. These same procedures shall also be used to address any complaint alleging that the district failed to comply with legal requirements related to the implementation of the local control account plan.

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the Mt. Diablo Unified School District. (5 CCR 4630) Complainants shall be protected from retaliation and the identity of a complainant alleging discrimination shall remain confidential as appropriate.

Report complaint to:

Executive Director, Instructional Services
1936 Carlotta Drive, Concord, CA 94519
Phone: (925) 682-8000 x4026
Fax: (925) 689-1466

Mt. Diablo Unified School District's complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the parties have agreed in writing to an extension of the timeline.

An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination.

The complainant has a right to appeal the Mt. Diablo Unified School District's decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Mt. Diablo Unified School District's decision. The appeal to the CDE must include a copy of the complaint filed with Mt. Diablo Unified School District and a copy of the Mt. Diablo Unified School District's decision.

The complainant has a right to take some complaints directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies.

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 and restraining orders.

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:

Dr. Nellie Meyer, Superintendent
1936 Carlotta Drive, Concord, California 94519
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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 extra-curricular 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. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by

the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

5. 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 <http://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

and/or

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 thirty (30) 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 30 days 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 Supervisor may visit the home to verify a child's residence.

Intradistrict Open Enrollment (Rule 5116.1)

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. If the applications exceed the available spaces, the district will use 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, applications must be submitted **between October 15 and January 15**. Intradistrict transfer applications are available in school offices, or Student Services Office.

Students shall be enrolled in schools using the following priority system:

- a. First Priority: Students currently residing within a school's attendance area. (Ed Code §35160.5).
- b. Second Priority: High school students currently residing within the Clayton Valley High School boundaries
- c. Third Priority: Intradistrict Transfer Requests from siblings of students currently enrolled in school of request. (NCLB, SBX5-4, Choice)
- d. Fourth Priority: Students whose parent/guardian is a district resident and employed at the requested district school. Priority criteria will only apply for the duration

of the parent/guardian's employment at the school.

- e. Fifth Priority: Students who are residents of Crystal Ranch will be given priority for attendance at Foothill Middle School and Northgate High School.
- f. Sixth Priority: 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 application must be submitted **within the required timelines from October 15 to January 15, to the Student Services Office**, in order for the student to be eligible to attend the middle or high school of their choice.

Applications for intradistrict transfers submitted after the January 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, family 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)

High School Option Form - College Park High School

The Mt. Diablo School Board has approved a "School Option" for those parents/guardians who live in the current Clayton Valley High School attendance area. Parents/guardians who live in this attendance area may choose to have their student(s), who will be in the ninth, tenth, eleventh, or twelfth grade next year. However, forms must be submitted during the open enrollment period (October 15 to January 15). Parents/guardians must complete and submit "School Option" form to James W. Dent Education Center, Student Services Office, 1936 Carlotta Dr., Concord, CA 94519. Once enrolled in the high school of choice, the student(s) can remain at this high school through grade 12.

No Child Left Behind Act – School Choice

Parents/guardians and guardians are given the choice for their child to attend a designated Non-Program Improvement School at Mt. Diablo Unified School District in accordance with the federal No Child Left Behind (NCLB) law. The NCLB also affords that students receive school to school transportation to the school of choice. The Mt. Diablo Unified School District designates non-Program Improvement Schools for those parents/guardians that choose to have their child removed from a Program Improvement School. **The Mt. Diablo Unified School Intradistrict form must be submitted between October 15 to January 15 to the Student Services Office to determine placement.** The district criteria for approving Intradistrict is based on availability of space at non-Program Improvement Schools, with priority given to the lowest achieving students with low-income status. Students who have Individualized Education Program (IEP) must first have an IEP meeting to determine if the student's Intradistrict transfer to a non-Program Improvement School is appropriate.

Interdistrict 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. Interdistrict transfers may be permitted only when one or more of the following condition exists:

1. It is the pupil's last year of attendance in an 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.
4. Parents/guardians of pupils are employed within the boundaries of the requested school district. Parents/guardians are to present proof of employment and lo-

cation. 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 shall generally not be 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. Observance 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 School Attendance Review Board (SARB)

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.

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 or 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 par-

ent or guardian, however, chooses not to use 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 son/daughter 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.
- 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 Juvenile Court where they could be ordered to attend additional programming and/or:

1. Perform 40 hours of after school community service;
2. Pay a fine of \$150 which the parent/guardian is jointly liable; and/or
3. 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 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.

Criteria

The District Positive Behavior Team will review student discipline referrals with 10 or more days of cumulative 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 would 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 week 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.

EXTRACURRICULAR AND COCURRICULAR 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 “extracurricular 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.

“Extracurricular 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).

“Cocurricular 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.

LOST OR DAMAGED PERSONAL PROPERTY

Parents/guardians are advised that the district is not responsible 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) or 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) or 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, methamphetamines, 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 be 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

Based on grant or other school funding, some schools may contract with counselors to provide counseling services to students. Services provided include individual and group counseling on a "drop-in" or scheduled basis. If a student is scheduled to use these counseling services on more than three occasions, parent permission will be sought for subsequent counseling sessions.

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 non-violent 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.

Student Conduct and Discipline

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 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.

Special Education Students

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

A pupil shall not be suspended from school nor a request be made for expulsion unless the principal determines that the pupil has committed a violation listed under:

Education Code 48900

- (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 any such object, 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, including, but not limited to electronic files and databases.
- (g). Stole or attempted to steal school property or private

property, including, but 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, 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 any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k). 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.
Pursuant to (k), the principal or principal's designee may suspend a pupil for other causes including:
 - (1). Falsely reporting that a bomb or other explosives have been placed in school buildings or on school grounds.
 - (2). Trespassing or making a forced entry to school buildings.
 - (3). When a pupil is present without prior valid permission on the campus of a school, other than that in which the pupil is enrolled.
 - (4). Possession of any electronic listening or recording device (beepers, pagers) without prior consent of the principal or his/her designee. No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the health of the pupil.
- (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.
- (o). Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
- (p). Unlawfully offered/arranged to sell, negotiated to sell/sold the prescribed drug Soma.
- (q). Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, hazing means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm

to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

- (r). Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communication made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (1). Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - (2). Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (3). Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (4). 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.
 - (5). “Electronic act” means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
 - (6). “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s). Aided or abetted in the physical injury of another person, as defined by Penal Code, Section 31. For purposes of this subdivision, aided or abetted means the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

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 or 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.
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. (CAC V, 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 time lines.
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, side-kicks, and blackberrys, 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 in its 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.

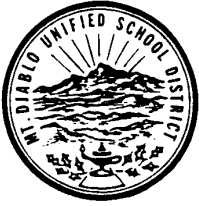
Students and Anabolic Steroids

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)



**MT. DIABLO UNIFIED SCHOOL DISTRICT
MAINTENANCE DEPARTMENT**
1480 Gasoline Alley
Concord, California 94520
(925) 825-7440

OFFICE OF
MAINTENANCE/OPERATIONS

August 27, 2015

Dear Parent or Guardian:

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

PRODUCT NAME

ACTIVE INGREDIENT

Herbicide

Dimension 270G
Pendulum
Reward Aquatic and Non-Crop Herbicide
Roundup Pro Herbicide/Generic Brand

Dithiapyr
Pendimethalin
Diquat Dibromide
Glyphosate

Insecticide

Demon 40 WP
Deltagard G
Florel brand Fruit Eliminator
Gentrol IGR Concentrate
Knox Out 2FM
Onslaught®
Precore 2000
Premise 75WP
Raid Ant & Roach Spray
Suspend SC
TEMPO 20% Wettable Powder

Cypermethrin, Calcium Silicate, Amorphous Silica
Deltamethrin 0.1%, Inert Ingredients 99.9%
Phosphonic acid
Hydroprene
Diazinon
Esfenvalerate
Methoprene
Imadacioprid 75%, Inert Ingredients 25%
Cypermethrin, Imiprothrin
Deltamethrin 4.75%, Inert Ingredients 95.25%
Cyfluthrin
Ingredient 1968 – Trade Secret Component
Trade Secret Component Ingredient 1878
Silica Dioxide, Crystalline Quartz, Sand
Cedar Oil, Sodium Laurel Sulfate
d-Trans Allerthrin, Phenothrin

Victor Poison Free Ant & Roach Killer
Whitmire Wasp Freeze

Rodent Control

Dexol Gopher Gasser
Eatons Answer for Pocket Gophers
ZP Rodent Bait AG

Potassium Nitrate
Diphacinone
Inert Ingredients 98%, Zinc Phosphide 2%

You can find out more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's website at 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#3827, or email to greathouser@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 greathouser@mdusd.org.

MDUSD Food & Nutrition Services Information

(925) 682-8000 ext. 4124

Apply for Free/Reduced Meals on-line!

To ensure that your student has their free or reduced meals in place by the first day of school, please submit your application by **August 10, 2015.**

To make this easier for you, you may apply online at:

www.mdusd.org/departments/foodservices

Please follow the link to our online application.



Welcome to My School Bucks!

We offer My School Bucks.com for your credit card meal payment option.

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



Register for your FREE account today! www.myschoolbucks.com

MEAL PRICES 2015 – 2016

	Elementary	Middle	High
Student Breakfasts	\$ 1.50	\$ 2.00	\$ 2.25
Student Lunches	3.00	3.25	3.50
Reduced Price Student Breakfasts	.30	.30	.30
Reduced Price Student Lunches	.40	.40	.40
Adult Breakfasts	2.75	2.75	2.75
Adult Lunches	4.25	4.25	4.25
Student a la carte milk	.50	.50	.50
Adult Milk	.50	.50	.50

Annual Meal Card Passes are for **Elementary Schools only*

*Annual Lunch Pass – Save \$90.00	450.00
*Annual Breakfast Pass – Save \$75.00	195.00
*Annual Breakfast and Lunch Pass - Save \$170.00	640.00

Food Services is proud to offer Meatless Mondays, California Thursdays, Salad bars at most schools, and many scratch-made menu items. Please visit our website to view the many exciting things we are doing to benefit the health of your student.

MT. DIABLO UNIFIED SCHOOL DISTRICT: LETTER TO HOUSEHOLDS FOR FREE AND REDUCED-PRICE MEALS — 2015-2016 SCHOOL YEAR — A new application must be completed every school year

Dear Parent or Guardian:

The Mt. Diablo Unified School District takes part in the National School Lunch and/or school Breakfast Programs. Meals are served every school day. Elementary students may buy lunch for \$3.00 and/or breakfast (where there is a breakfast program) for \$1.50. Middle School students may buy lunch for \$3.25 and/or breakfast for \$2.00. High School students may buy lunch for \$3.50 and/or breakfast for \$2.25. Eligible students may receive meals free or at a reduced-price of \$.40 for lunch and/or \$.30 for breakfast. You or your children do not have to be a U.S. citizen to qualify for free or reduced-price meals. Eligibility from the previous school year will continue for up to 30 operating days in the new school year.

TERMS—“**Household**” means a group of related or non-related individuals who are living as one economic unit and sharing living expenses. “**Living expenses**” include rent, clothes, food, doctor bills, utility bills, etc.

SOCIAL SECURITY NUMBER (SSN)—The Application must include the last four digits of the SSN of the adult who signs it. If the adult does not have a SSN, check the circle, “I do not have a SSN.” If you have listed a CalFresh, CalWORKs, Kin-GAP, or FDPIR case number for the child, or if the Application is for a foster child, an SSN is **not** required of the adult signing the Application.

DIRECT CERTIFICATION—This school/agency participates Direct Certification. If your household currently receives benefits from one of the following programs: CalFresh (previously Food Stamps), California Work Opportunity and Responsibility to Kids (CalWORKs), Kinship Guardianship Assistance Payments (Kin-GAP), or Food Distribution Program on Indian Reservations (FDPIR). DO NOT complete a meal Application. School officials will notify you of your children’s eligibility for free meals. If you do not receive a DC eligibility letter by **August 10th**, but think your children are eligible for free meals, please contact the Food & Nutrition Services. You may need to complete an Application.

MIXED HOUSEHOLDS WITH DIRECTLY CERTIFIED, FOSTER, OR/AND NON DIRECTLY CERTIFIED CHILDREN—To apply complete the Application for Free and Reduced-Price Meals, sign it, and return it to the school. Households must complete an Application when EACH child who does not have a case number or/and is not a foster child.

FDPIR BENEFITS—Households participating in the FDPIR are categorically eligible for free meals/milk. The FDPIR is authorized by Section 4(b) of the Food Stamp Act of 1977. Under this section, eligible households may elect to participate in either the CalFresh Program or the FDPIR. Since households are afforded the option to participate in either program, FDPIR households have been determined to receive the same categorical benefits as CalFresh households.

FOSTER CARE CHILDREN or CHILDREN PLACED IN OUT-OF-HOME CARE—Who are the legal responsibility of a welfare agency or court. Foster children are categorically eligible for free meals without further Application, but the eligibility is not extended to other non-foster children in the household. Households with foster/non-foster children are encouraged to complete an Application, since foster children may be counted as a household member, which may help the foster family’s non-foster children qualify for free or reduced-price meals based on the household size and income. If you choose to add both your foster/non-foster children on the Application, you will need to report the foster/non-foster’s income (personal income provided to the child or earned by the child), if any, and the foster parent signs the Application and provides the last four digits of their SSN.

INCOME HOUSEHOLDS—To apply, Complete the Application for Free and Reduced-Price Meals. Follow the instructions on the Application and see the Income to report chart on the right, sign it, and return it to the school.

MILITARY HOUSING INCOME—If you are in the *Military Housing Privatization Initiative* or get combat pay, DO NOT include these allowances as income. You do report any military benefits received in cash, such as housing allowances(off-base or general commercial private real estate market), food, clothing, and deployed service member’s income made available by them or on their behalf to the household.

HOMELESS, RUNAWAY, & MIGRANT—Contact the school for details.

MEALS FOR DISABLED—If you believe your child needs a food substitute or texture modification because of a disability, please contact the school. A child with a disability is entitled to a special meal at no extra charge if the disability prevents the child from eating the regular meal.

WIC PARTICIPANTS—If you currently receive benefits under the Special Supplemental Nutrition Program for Women, Infants, and Children (known as WIC), your child **may** be eligible for free/reduced-price meals. We encourage you to complete an Application and return for processing.

APPLYING FOR BENEFITS—You may apply for meal benefits at any time during the school year. If you are not eligible now, but your income decreases during the school year, you lose your job, your family size becomes larger, or you become eligible for CalFresh, CalWORKs, Kin-GAP, or FDPIR benefits, you may submit an Application at that time.

A COMPLETE HOUSEHOLD APPLICATION—The Application cannot be approved unless it contains complete eligibility information. If you **do not** enter a CalFresh, CalWORKs, Kin-GAP, or FDPIR case number for **each** student (or an adult household member) listed on the Application, you must complete the following:

Note: You must complete an Application with all household members and their income listed, for a child who is living with relatives or friends, whether or not the child is a ward of the court.

Step 1: The names of all children in your household, name of school or write “none” if not in school, and the student’s income.

Step 2: The names of all adults in the household, the amount of income, the source and frequency of income, or mark the “Check if No Income” box for each person listed.

Step 3: Enter contact information, mailing address, daytime phone number, and the last four digits of the SSN of the adult household member signing the Application, or mark the circle, “I do not have an SSN” if the adult does not have an SSN. The Children’s Racial and Ethnic Identities, is voluntary to answer.

VERIFICATION—School officials may check the information on the Application at any time during the school year. You may be asked to send information to validate your income, or current eligibility for CalFresh, CalWORKs, Kin-GAP, or FDPIR benefits. For a foster child, you will need to provide written documentation that verifies the foster child is the legal responsibility of an agency/court or provide the name and contact information for a person at the agency/court who can verify that the child is a foster child.

INFORMATION STATEMENT—The Richard B. Russell National School Lunch Act requires the information on this Application. You do not have to provide 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 SSN of the adult household member who signs the Application. The last four digits of the SSN is not required when you apply on behalf of a foster child or when you list a CalFresh, CalWORKs, KinGAP, 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 SSN. Your family size, household income, and the last four digits of your SSN will remain confidential and will not be shared. 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.

OVERT IDENTIFICATION—Children who receive free or reduced-price meals must be treated in the same manner as children who pay full price for meals, and not overtly identified.

FAIR HEARING—If you do not agree with the school’s decision regarding your Application’s eligibility determination or the result of verification, you may discuss it with the Food Services. You also have the right to a fair hearing. A fair hearing may be requested by calling or writing the following school official: Jonathan Eagan, Assistant Superintendent of Student Achievement and School Support (925) 682-8000, Ext. 4016, MDUSD 1936 Carlotta Drive, Concord, CA 94519.

INCOME FOR THE SELF-EMPLOYED—Self-employed persons may use last year’s income as a basis to project their current year’s NET income, unless your current net income provides a more accurate measure. The income to be reported is income derived from the business venture less operating

costs incurred in the generation of that income. Deductions for personal expenses such as medical expenses and other non-business deductions are not allowed in reducing gross business income.

CALCULATING INCOME—List all adult household members, whether or not they receive income. For each household member with income: write the amount of current income, enter the source of current income received, such as from wages, pensions, retirement, welfare, child support, and so on, for each category, and how often received (frequency). **Gross Earnings from work is the amount earned before taxes and other deductions.** If any current amount received was more or less than usual, write the usual or projected income. Households receiving different income intervals must annualize their income by calculating weekly x 52; every two weeks x 26; twice a month x 24; and monthly by 12.

INCOME TO REPORT	
Earnings from work before deductions; include all jobs	Gross Wages/salaries/tips, strike benefits, unemployment compensation, workers' compensation, and net income from self-owned business or farm
Pensions Retirement Social Security	Pensions, supplemental security income, retirement payments, Social Security Income (SSI) (including SSI a child receives)
Welfare, Child Support, Alimony	Public assistance payments, welfare payments, alimony, and child support payments
List Other Income	Disability benefits; cash withdrawn from savings; interest and dividends; income from estates, trusts, and investments, regular contributions from persons not living in the household, net royalties and annuities, net rental income, any temporary income

Income Eligibility Guidelines (IEGs) July 1, 2015 – June 30, 2016					
Use the income chart below to see if you qualify for the free or reduced-price meal program					
Household Size	Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
1	\$21,775	\$1,815	\$908	\$838	\$419
2	\$29,471	\$2,456	\$1,228	\$1,134	\$567
3	\$37,167	\$3,098	\$1,549	\$1,430	\$715
4	\$44,863	\$3,739	\$1,870	\$1,726	\$863
5	\$52,559	\$4,380	\$2,190	\$2,022	\$1,011
6	\$60,255	\$5,022	\$2,511	\$2,318	\$1,159
7	\$67,951	\$5,663	\$2,832	\$2,614	\$1,307
8	\$75,647	\$6,304	\$3,152	\$2,910	\$1,455
For each additional household member add	\$7,696	\$642	\$321	\$296	\$148

NON-DISCRIMINATION STATEMENT—This explains what to do if you believe you have been treated unfairly: The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual’s income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.) If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA and the CDE are equal opportunity providers and employers.

Do you Need Assistance completing the Application or have questions? Please contact, Food and Nutrition Services, (925) 682-8000, ext. 7886, 1936 Carlotta Drive (Room 23), Concord, CA 94519. http://www.mdusd.org/departments/food_serv

You will be notified by the US Mail when your Application has been approved or denied for free or reduced-price meals.
Sincerely, Anna Fisher, R.D. Director of Food and Nutrition Services

MT. DIABLO UNIFIED SCHOOL DISTRICT

APPLICATION FOR FREE AND REDUCED PRICE MEALS

2015-2016 School Year

COMPLETE ONE APPLICATION PER HOUSEHOLD

STEP 1 CHILDREN'S INFORMATION:

Student/Child Information: Print neatly the names of ALL the children under the age of 21 in your household whether or not they attend school. Must use child's legal name.

If the child you are applying for is Homeless, Migrant, or Runaway, contact the school and CIRCLE the appropriate letter: **H M R**

List child's monthly income from full-time or regular part-time employment, or SSI.

MUST CHECK BENEFIT TYPE
☐ CalFresh ☐ CalWORKS
☐ Kin-GAP ☐ FDIPIR

STUDENT ID#	CHILD(REN)'S LEGAL LAST NAME	CHILD(REN)'S LEGAL FIRST NAME	SCHOOL (Write "N/A" if not in school)	GRADE	Mark "X" if Foster	BIRTH DATE (OPTIONAL) M M / D D / Y Y		
1							\$	Case #
2							\$	Case #
3							\$	Case #
4							\$	Case #
5							\$	Case #
6							\$	Case #
7							\$	Case #

If you entered a Food Stamps, CalWORKs, Kin-GAP, or FDIPIR case number for each school age child in **STEP 1**, or if this application is for a **FOSTER CHILD** and you entered his/her monthly income, skip to **STEP 3**

STEP 2 ADULT HOUSEHOLD MEMBERS: List all adult household members, age 21 and older, whether or not they have an income.

Report all gross income earned (before taxes and deductions) and how often it is received.

Indicate Income Pay Period by Filling in the appropriate circle: (W) = Weekly, (2W) = Every Other Week, (2M) = Twice a Month, (M) = Monthly

Last Name, First Name	Check If NO Income	Gross Earnings from primary work (all jobs before deductions)		Pension, Retirement, Social Security		Welfare Benefits, (exclude Food Stamps) Child Support, Alimony		All other Income or Earnings	
		INCOME:	How Often?	INCOME:	How Often?	INCOME:	How Often?	INCOME:	How Often?
1 <i>Signer</i>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)
2	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)
3	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)
4	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)
5	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	(W) (2W) (2M) (M)

DO NOT INCLUDE THE STUDENT(S) LISTED IN **STEP 1****ALL HOUSEHOLDS: READ THIS SECTION**

California Education Code Section 49557(a): Applications for free and reduced meals may be submitted at any time during a school day. Children participating in the 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.

Please Return to:

Food Services (Rm. 23)
 1936 Carlotta Drive, Concord CA94519
 (925) 682-8000, ext 7886
 or school cafeteria/office.

We cannot accept faxed applications.
 MDUSD is an equal opportunity provider and employer.

STEP 3 ADDRESS, SSN, AND SIGNATURE:

Social Security Number: The National School Lunch Act requires the last 4 digits of the adult who completes this application or an indication of "none" for approval of the application. If you DO NOT have a Social Security Number, mark an X in the circle provided. A Social Security Number is not required for Food Stamps, or Foster Child applicants. (See Use of Information Statement on the attached letter).

Last 4 digits of Social Security Number of Adult Signing This Form

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☐ I do not have a Social Security Number

SIGNATURE: I certify that all of the above information is true and correct and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds; that school officials may verify the information on the application, and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and Federal laws.

Signature of Adult Household Member Completing This Form

X *Adult Signature Required*

Date Signed:

SIGNER'S NAME _____

Mailing Address _____ Apt. # _____

City _____ Zip Code _____

Daytime Telephone Number () _____

RACIAL IDENTITY (Optional) — Please mark one or more:

☐ Asian ☐ White ☐ Black or African American ☐ American Indian or Alaskan Native ☐ Native Hawaiian or Other Pacific Islander ☐ Other

ETHNIC IDENTITY (Optional) — Please mark one:

☐ Hispanic or Latino ☐ Not Hispanic or Latino

MT. DIABLO HIGH SCHOOL ONLY

**MT. DIABLO UNIFIED SCHOOL DISTRICT
TRANSPORTATION DEPARTMENT**

1490 Gasoline Alley

Concord, CA 94520

(925) 825-7440 X3700 – Transportation Office

925-825-7445 - Fax

JUNE, 2015

Dear Parents/Guardians:

The Mt. Diablo Unified School District will offer transportation of students to and from the Bay Point area to Mt. Diablo High School only.

An application form must be submitted for each student to the Transportation Department every school year. Applications may be obtained at your students High School office. Your application can be sent through our District pony mail service, faxed to the number listed on this form or U.S. Mail to the address listed on this form.

For your convenience we will be at the walk-through registration at Mt. Diablo High on Tuesday, August 18th and Wednesday, August 19th 2015.

Passes are issued in the school office. Students will be required to sign for their bus pass.

You may apply for busing if you live within school boundaries and the **required distance from school:**

Grades

9-12

Distance from residence to school

more than 7 miles

It is the responsibility of parents to see that their student(s) have a current bus pass. Expiration dates are printed on passes.

All Students must show a pass before boarding the bus.

Students Who Do Not Show a Pass Will Not Be Allowed To Board the Bus!!

NOTE: A \$15.00 fee will be charged for all lost or mutilated passes.

The school district encourages you to take advantage of school busing, for the following reasons:

1. Drivers are trained in transporting school-age children safely to and from school.
2. Bus stops are generally limited to students.
3. No standees are allowed.
4. No transfers are required.
5. School bus scheduling can better meet bell times.
6. Students cannot leave the bus except at school or their bus stop.

(Over)

MT. DIABLO UNIFIED SCHOOL DISTRICT TRANSPORTATION DEPARTMENT

1490 Gasoline Alley Concord, CA 94520
925-825-7440 x 3700 – Transportation Office



2015-2016 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 – NO PASS, NO RIDE
STRICTLY ENFORCED

Student Last Name, First Name: (Please Print clearly)	Grade:	Student ID #:
Parent/Guardian Last Name, First Name: (Please Print clearly)		
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. 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 \$15.00 will be charged for lost passes for any reason.** Video surveillance cameras are used on all district buses. Boarding the bus is consent to audio and video recording.

SIGNATURE OF PARENT/GUARDIAN _____ DATE _____

DEAR PARENTS:

To ensure the safety of all riders, students are responsible to follow the instructions of the Bus Driver.

Your student must carry their bus pass with them each day to show the Bus Driver.

A citation system is used by our Transportation Department as a means of informing you and the school principal when students violate our rules relating to conduct and safety on school buses.

All rules will be enforced as they are to ensure the safety of all those on the bus. The rules are listed below. They are also on display in the front of the bus. Continued violation of rules will be reason to deny transportation privileges to students.

Authority of Driver: Students transported in a school bus shall be under the authority of, and be responsible directly to the driver of the bus, and the driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across the street or highway. (Title 13, Motor Vehicles, Calif. Adm. Code)

All drivers use the citation procedure as a last resort. They will always attempt to achieve results by asking passengers to behave. When it becomes necessary, a citation is issued by the driver. However, the disciplinary action is determined by the Transportation Department in conjunction with the site Administrator.

The bus pass must be displayed when boarding the bus
A duplicate pass fee of \$15.00 will be charged for lost passes for any reason

PLEASE DISCUSS PROPER BUS CONDUCT WITH YOUR STUDENT
THANK YOU FOR YOUR COOPERATION

“DON’T LOSE YOUR RIDING PRIVILEGE”
FOLLOW THESE RULES

(All students must show their bus pass to ride the bus.)

1. Avoid loud talking and rough play.
2. Be courteous; use no profane language.
3. Do not eat, drink, or smoke on the bus.
4. Remain seated as instructed by the driver.
5. Cooperate with the bus driver.
6. Do not bring animals, reptiles, alcoholic beverages, or firearms on the bus.
7. Do not be destructive.
8. Do not throw anything out windows.
9. Keep head, hands, and feet inside the bus.
10. Do not bring large objects or glass containers on the bus.

RESPONSIBLE USE AGREEMENTS



MT. DIABLO UNIFIED SCHOOL DISTRICT
GRADES TK – 2nd STUDENTS
RESPONSIBLE USE POLICY (RUP)
REVISED: 7/07/13

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:

- 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 to only use my own file or my own folder on the student server.
- 8) I understand that if I break any of my promises, I might not be able to use the computer.

I will sign my name to show that I will follow these rules.

Student Name (print): _____ Grade: _____

Student Signature: _____

Teacher: _____ Date: _____

I have read this Responsible Use Agreement and have discussed it with my child.

Parent/Guardian Name (print): _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

RETURN SIGNED COPY TO STUDENT'S SCHOOL

RESPONSIBLE USE AGREEMENTS



MT. DIABLO UNIFIED SCHOOL DISTRICT
GRADES 3rd – 5th STUDENTS
RESPONSIBLE USE POLICY (RUP)
REVISED: 7/07/13

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:

- 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.
- 8) I promise not to change computer setting unless approved by a teacher.
- 9) I promise to print only when my teacher tells me to.
- 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 promise not to access, create, store or send material that may be harmful to others. I will sign my name to show that I will follow these rules.

I will sign my name to show that I will follow these rules.

Student Name (print): _____ Grade: _____

Student Signature: _____

Teacher: _____ Date: _____

I have read this Responsible Use Agreement and have discussed it with my child.

Parent/Guardian Name (print) _____ Parent/Guardian Signature _____ Date _____

RETURN SIGNED COPY TO STUDENT'S SCHOOL



MT. DIABLO UNIFIED SCHOOL DISTRICT
GRADES 6th – 12th and ADULT EDUCATION STUDENTS
RESPONSIBLE USE POLICY (RUP)
REVISED: 7/07/13

For the use of
Computers, Internet, Gmail, Google Application, Mobile Devices and Internet Applications

Definitions

“User” includes anyone, including employees, students, and guests, using MDUSD technology, including, but not limited to, computers, networks, Internet, email, chat rooms and other forms of technology services and products.
“Network” is wired and wireless technology networks including school and district networks, cellular networks, commercial, community or home-based wireless networks accessible to students.
“Mobile devices” are cellular phones, ‘Blackberry’ [smartphone] type devices, PDAs, MP3 players, iPod type devices, and portable computers such as laptops, iPads, desktops, tablets and netbooks, as well as portable storage devices.

Technology provides students with unique and powerful ways to enhance their learning. Mt. Diablo Unified School District (MDUSD) supports the use of technology for the purpose of enhancing and supporting learning and is pleased to offer Users access to computer networks so that they can access district-supplied technology to enhance learning any time of day.

It is one of the technology goals of the district to ensure that each User’s interactions with technology contribute positively to the learning environment both at school and in the community. Negative use of technology through MDUSD-owned devices inside or outside of our schools that degrades or defames other Users or members of our community is unacceptable. MDUSD also recognizes that Users have widespread access to both technology and the Internet; therefore, use of personal devices and connectivity is considered to be included in this Responsible Use Policy (RUP).

Access to MDUSD’s network is a privilege, not a right. The use of technology whether owned by MDUSD or devices supplied by the Users entails personal responsibility. It is expected that Users will comply with MDUSD rules, act in a responsible manner, and will honor the terms and conditions set by the classroom teacher, the school, and MDUSD. Failure to comply with such terms and conditions may result in temporary or permanent loss of access as well as other disciplinary or legal action as necessary. In particular, students will be held accountable for their actions and are encouraged to report any accidental use immediately to their teacher or school administration.

With the increased usage of free educational applications on the Internet, digital storage areas, containing less sensitive User information, may or may not be located on property of the school, MDUSD, or county. In some cases, data will not be stored on local servers. Therefore, Users should not expect that files and communication are private. MDUSD reserves the right to monitor Users’ online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of MDUSD property, network and/or Internet access or files, including email.

MDUSD has a private and secure system for sensitive school records, which will be managed by MDUSD Information Technology Staff.

Google Apps in Educational Applications

MDUSD is offering Users a free educational suite of applications for use to enhance teaching and learning. Google Apps is a concept known as “cloud computing”, where services and storage are provided over the Internet. MDUSD is providing Users Google Message Security. This service provides System Administrators the capability to limit messages based on where they are from, where they are going, or the content they contain. MDUSD will use this technology protection measure to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network.

In order for Users to gain access to Gmail and his/her Educational Google Applications account on the Internet, MDUSD must obtain parental permission for a minor under the age of 18 years. Students 18 years and older are also required to acknowledge and accept MDUSD’s terms and conditions prior to obtaining access to technology within our schools. Under both circumstances, this may be accomplished by completing the Responsible Use and Student Email Forms.

Best Practices for Use

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, 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 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.

Cybersafety and Cyberbullying

The superintendent or site administrators shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

All Users - Despite every effort for supervision and filtering, all Users and Students' parents/guardians are advised that access to the network may include the potential for access to content inappropriate for school-aged students. Every User must take responsibility for his or her use of the network and make every effort to avoid such content. Every User must report security or network problems to a teacher, administrator, or system administrator.

Personal Safety – In using the network and Internet, Users should not reveal personal information such as home address or telephone number.

Confidentiality of User Information – Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian. Users should never give out private or confidential information about themselves or others on the Internet.

Active Restriction Measures – MDUSD will utilize filtering software or other technologies to prevent Users from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. Attempts to circumvent or 'get around' the content filter are strictly prohibited, and will be considered a violation of this policy. MDUSD will also monitor the online activities of Users through direct observation and/or other technological means.

Online Tools

Technology provides an abundance of opportunities for Users to utilize interactive tools and sites on public websites that benefit learning, communication, and social interaction.

Users may be held accountable for the use of and information posted on these sites if it detrimentally affects the welfare of individual Users or the governance, climate, or effectiveness of the school(s). From time to time, teachers may recommend and use public interactive sites that, to the best of their knowledge are legitimate and safe. As the site is “public” and the teacher, school, and MDUSD are not in control of it, all Users must use their discretion when accessing information, storing, and displaying work on the site. All terms and conditions provisions in this RUP also apply to User-owned devices utilizing the MDUSD network.

Student Use of Online Tools

Online communication is critical to the students’ learning of 21st Century skills, and tools such as blogging, podcasting, and chatting offer an authentic, real-world vehicle for student expression. Student safety is the primary responsibility of teachers.

Therefore, teachers need to ensure the use of Google Documents, MDUSD Moodle, classroom blogs, student e-mail, podcast projects, email chat features, or other online tools follow all established Internet safety guidelines including:

- Students using online tools such as but not limited to: Docs, MDUSD Moodle, blogs, 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 Moodle, 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.

Student Use of Mobile Devices

- MDUSD has provided some students with mobile devices, such as iPads for use both in school as well as away from school. The MDUSD-owned devices follow the stipulations outlined in this RUP as well as a specific device RUA.
- School Administration and MDUSD Technology staff may search the student’s memory device if they feel school rules have been violated, which may include, but are not limited to, audio and video recording, photographs taken on school property that violate the privacy of others, or other issues regarding bullying, etc.
- Students may not use an audio recording device, video camera, or camera (or any device with one of these, e.g. cell phone, laptop, tablet, etc.) to record media or take photos during school unless they have permission from both a staff member and those whom they are recording.
- These rules apply to student-owned devices as well. A student-owned mobile device is a non-district supplied device used while at school or during school or district-sponsored activities. The students may use the student-owned mobile devices in class only with the teacher’s expressed permission.

Student Supervision and Security

MDUSD does provide content filtering controls for student access to the Internet using MDUSD's network as well as reasonable adult supervision, but at times inappropriate, objectionable, and/or offensive material may circumvent the filter as well as the supervision and be viewed by students. Students are to report the occurrence to their teacher or the nearest supervisor. Students will be held accountable for any deliberate attempt to circumvent MDUSD technology security and supervision.

Students using mobile and cellular devices while at school, during school or district-sponsored activities are subject to the terms and conditions outlined in this document and are accountable for their use.

*Please note that this document is subject to change without notice.
Last updated July 7, 2013.*

STUDENT

I have read the Responsible Use Policy (RUP) and I understand and will abide by the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, and appropriate legal action. I also agree to report any misuse of the information system to the Mt. Diablo Unified School District site administrator in charge of the site in question. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, gossip, and other issues described under section 4 above.

Name: _____ Signature: _____ Date: _____

PARENT/GUARDIAN

Students under the age of 18 must also have the signature of a parent or guardian who has read this contract. As the parent or guardian of this student, I have read this contract and understand that it is designed for educational purposes. I understand that it is impossible for Mt. Diablo Unified School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network. I also agree to report any misuse of the information system to a Mt. Diablo Unified School District site administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, gossip and other issues described under section 4 above.

I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Name: _____ Signature: _____ Date: _____

RETURN SIGNED COPY TO STUDENT'S SCHOOL

MT. DIABLO UNIFIED SCHOOL DISTRICT
JAMES W. DENT EDUCATION CENTER
1936 Carlotta Drive
Concord, California 94519
(925) 682-8000

OFFICE OF
SUPERINTENDENT

August 27, 2015

Dear Parents:

The Mt. Diablo Unified School District does not carry medical insurance for students who are injured on school premises, while under school jurisdiction or while they are participating in school 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 interscholastic 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 of benefits on line at www.studentinsuranceusa.com. 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,

Nellie Meyer, Ed.D.
Superintendent

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 Jonathan Eagan, Assistant Superintendent of Middle School, (925) 682-8000, ext. 4015, 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.