



Parent Information Packet

Mt. Diablo Unified School District
2022-2023



Welcome to the 2022-2023 School Year

Mt. Diablo Unified School District (MDUSD)

In this Parent Information Packet (PIP) you will find information about our District Administration, School Sites, Your Rights and Responsibilities, Programs and Services. For the most current information please visit www.mdusd.org



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MT. DIABLO UNIFIED SCHOOL DISTRICT
JAMES W. DENT EDUCATION CENTER
1936 Carlotta Drive
Concord, CA 94519-1397
Phone (925) 682-8000

Governing Board

Debra Mason
President

Keisha Nzewi
Vice-President

Linda Mayo
Erin McFerrin
Cherise Khaund

Superintendent

Adam Clark, Ed.D

Re: Parent Information Packet

Dear Parents and Families,

In the Mt. Diablo Unified School District, it is our goal to promote a safe, healthy, challenging, and inclusive 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 packet will strengthen our home to school partnership.

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Adam Clark", written over a white background.

Superintendent
Adam Clark, Ed.D.
Mt. Diablo Unified School District

Mt. Diablo Unified School District

James W. Dent Center | 1936 Carlotta Dr Concord, CA 94518-1358 | (925) 682-8000 | www.mdusd.org

Board of Education

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Chief, Pupil Services & Special Education

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Director, Student Services

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Assistant Director, Student Services

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Assistant Director,

School & Community Services

woganl@mdusd.org

School Support

Marji Calbeck

Director of Elementary Support

calbeck@mdusd.org

Samantha Allen

Director of Secondary Support

allens@mdusd.org

MDUSD IX Non-Discrimination Statement

The Mt. Diablo Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics.

“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.”

Questions, concerns, or complaints regarding compliance with Title IX student or employee issues, please contact our Human Resources Department at:

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

Questions, concerns or complaints regarding harassment, discrimination, intimidation and bullying, please contact the Equity Compliance Officer:

Jennifer Sachs, Executive Director of Instructional Support
1936 Carlotta Drive, Concord, CA 94519,
(925) 682-8000
email at sachs@mdusd.org

Vision Statement

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.

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.

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 that supports the learning and productivity of staff and students.
- Seek funding sources and promote effective fiscal management to assist staff to meet student needs.
- Foster unity of purpose through communication, partnerships, and meaningful involvement of all members of the district and school communities in determining goals, services, and programs.
- Value all members of the MDUSD community and recognize their contributions.
- Reaffirm equity and humanity as central guiding principles for district actions and policymaking.

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

Human Relations Mission Statement

HR 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.



Equity Policy (BP 0415)

On June 8, 2020, the Governing Board approved the adoption of Board Policy 0415, to expand and clearly define its equity policies and philosophy. BP 0415 was created in large part to recognize the diversity within MDUSD; including students, employees, and the larger community. To read the BP in its entirety please visit [our website](#).

Local Control Accountability Plan (LCAP)

As required by Local Control Funding Formula (LCFF) Education Codes § 42103, 42127, and 52062, all school districts must develop a three year Local Control Accountability Plan (LCAP). The LCAP must be updated every year, be aligned to eight areas identified as state priorities, and describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and achievement targets. In addition, the LCAP describes how the district's budget will help achieve the goals, and how the district will assess each year how well the strategies in the plan were able to improve outcomes. Mt. Diablo's LCAP addresses college and career readiness, professional learning, engaging parents and community members, and the targeting of support for special populations. These students include foster youth, English learners, low income, and students with disabilities. Council members, advisory groups, and school sites have facilitated meetings with key stakeholder groups providing opportunities for staff, students and community members to provide input on the district's instructional program.

The LCAP addresses the following goals:

- All Students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.
- High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.
- Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.





Parent/Guardian Involvement District Wide

As a District Mt. Diablo strive to attain Educational Equity by developing and empowering leadership teams to develop, champion, implement and consistently monitor inclusive learning environments where all families and students thrive. We encourage parent/guardians to get involved in any of our committees below.

African American Parent Advisory Committee (APAC)

Open to parent/guardians of African American students who are committed to partnering to increase access to opportunities and raise achievement of African American students in MDUSD.

Anti-Bias, Anti-Racism (ABAR) Advisory Committee

Open to anyone who wishes to address all forms of bias and racism in MDUSD. During each meeting, the committee holds "Courageous Conversations" related to bias and racist practices in MDUSD.

CCEIS Education Partners

Open to anyone who wished to address factors that contribute to the disproportionate identification of Black/African American students to Special Education in MDUSD.

Community Advisory Committee (CAC)

Open to parents/guardians of students with disabilities who are committed to raise the accessibility and achievement of students in special education programs in MDUSD.

District English Language Advisory Committee (DELAC)

Open to parents/guardians of English Language Learners who are committed to raise achievement of emerging bilingual students in MDUSD.

Parent Advisory Council (PAC)

Open to parents/guardians who are open to helping implement and monitor the elements of the local Control Accountability in MDUSD.



Directories





Mt. Diablo Unified School District

James W. Dent Center | 1936 Carlotta Dr Concord, CA 94518-1358 | (925) 682-8000 | www.mdusd.org

DEPARTMENT	PHONE	EXT.
Adult Education	685-7340	
After School Program	691-0351	
Assessment, Research & Evaluation	682-8000	x4135
Benefits	682-8000	x4452
Business Services	682-8000	x4540
Child Welfare	682-8000	x4025
Community Liaison	682-8000	x4035
Elementary School Support	682-8000	x4024
English Learner Services	682-8000	x6217
Equity & Disproportionality	682-8000	x6219
Fiscal Services	682-8000	x4090
Food & Nutrition	682-8000	x4124
Home and Hospital	682-8000	x85115
Human Resources	682-8000	x4149
Instructional Support	682-8000	x4016
Legal Counsel	682-8000	x4002
Mail Services	682-8000	x4154
Maintenance, Operations & Facilities	682-8000	x3804
Middle/High School Support	682-8000	x4029
Parent Liaison	682-8000	x4297
Purchasing & Warehouse	825-7440	x3742
Risk Management	825-8000	x4001
School & Community (Foster & Homeless)	682-8000	x3054
Special Education	682-8000	x4048
Student Services	682-8000	x4069
Superintendent's Office	682-8000	x4000
Technology & Information	682-8000	x4920
Transportation	682-8000	x3713

School Site 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 acknowledgement 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:

ELEMENTARY SCHOOL SITE	PHONE	STAFF	E-MAIL
Ayers	682-7686	Martha Thomas	thomasm@mdusd.org
Bancroft	933-3405	Cynthia Dunn	dunnc@mdusd.org
Bel Air	458-2606	Robert Humphrey	humphreyr@mdusd.org
Cambridge	686-4749	Lourdes Beleche	belechel@mdusd.org
Delta View	261-0240	Cheryl Champion	championc@mdusd.org
El Monte	685-3113	Jeffrey Miles	milesj@mdusd.org
Fair Oaks	685-4494	Carolyn Hull	hullc@mdusd.org
Gregory Gardens	827-3770	Kathleen Koontz	oontzk@mdusd.org
Hidden Valley	228-9530	Nina Crossland	crosslandn@mdusd.org
Highlands	672-5252	Kelly DeTorres	detorresk@mdusd.org
Holbrook	685-6446	Silvia Orellana	orellanas@mdusd.org
Meadow Homes	685-8760	Catherine Ezidro	ezidroc@mdusd.org
Monte Gardens	685-3834	Bess Inzeo	inzeob@mdusd.org
Mountain View	689-6450	Brent Brinkerhoff	brinkerhoffb@mdusd.org
Mt. Diablo	672-4840	Kathleen Sanchez	sanchezk@mdusd.org
Pleasant Hill	934-3341	Nicholas Rey	reyn@mdusd.org
Rio Vista	458-6101	Janis Heden	hedenmotolaj@mdusd.org
Sequoia	935-5721	Rebecca Vichiquis	vichiquisr@mdusd.org
Shadelands	685-3533	Jenny Vargas	vargasj@mdusd.org
Shore Acres	458-3261	Miguel Rodriguez	rodriguezma@mdusd.org
Silverwood	687-1150	Bruce Burns	burnsb@mdusd.org
Strandwood	685-3212	Cheri Scriptor	scripterc@mdusd.org
Sun Terrace	682-4861	Eric Wood	woode@mdusd.org
Sunrise	687-0202	Jenny Vargas	vargasj@mdusd.org
Vahalla	687-1700	Theodora Pappas	pappast@mdusd.org
Valle Verde	939-5700	Mignon Perkins	perkinsm@mdusd.org
Walnut Acres	939-1333	Laura Ashton	ashtonl@mdusd.org
Westwood	685-4202	Nancy Klinkner	klinknern@mdusd.org
Woodside	689-7671	Christopher Chenault	chenaultc@mdusd.org
Wren Avenue	685-7002	Celeste Kitts	graybillc@mdusd.org
Ygnacio Valley	682-9336	Gilbert Armenta	armentag@mdusd.org

School Site Administrators (continued)

Middle Schools:

MIDDLE SCHOOL SITE	PHONE	STAFF	E-MAIL
Diablo View	672-0898	Peter Fong	fongp@mdusd.org
El Dorado	682-5700	Megan Estenson	estensonm@mdusd.org
Foothill	939-8600	Kim Vaiana	vaianak@mdusd.org
Oak Grove	682-1843	Alejandro Ramos	ramosal@mdusd.org
Pine Hollow	672-5444	Laurie Clark	clarklm@mdusd.org
Pleasant Hill	256-0791	Terry McCormick	mccormickt@mdusd.org
Riverview	458-3216	Suleyma Moss	hulle@mdusd.org
Sequoia	934-8174	Lisa Keck	koontzk@mdusd.org
Valley View	686-6136	Aurelia Buscemi	buscemia@mdusd.org

High Schools:

HIGH SCHOOL SITE	PHONE	STAFF	E-MAIL
College Park	682-7670	Kevin Honey	honeyk@mdusd.org
Concord	687-2030	Julene MacKinnon	mackinnonj@mdusd.org
Mt. Diablo	682-4030	Markell McCain	mccainm@mdusd.org
Northgate	938-0900	Kelly Cooper	cooperk@mdusd.org
Ygnacio Valley	685-8414	Jonathan Pike	pikej@mdusd.org

Alternative Education Programs:

ALTERNATIVE EDU. PROGRAM	PHONE	STAFF	E-MAIL
College Now	682-8000, ext. 4011	Heather Fontanilla	fontanillah@mdusd.org
Crossroads/Home & Hospital	689-6852	Kristi Kaufenberg	kaufenbergk@mdusd.org
Gateway Independent Study	458-1316	Melissa Brennan	brennanm@mdusd.org
Horizons	682-8000, ext. 3950	Melissa Brennan	brennanm@mdusd.org
Olympic	687-0363	Courtney Lyon	lyonc@mdusd.org
Prospect	687-0991	Melissa Brennan	brennanm@mdusd.org
Adult Education	682-8000, ext. 6710	G. Vittoria Abbate	abbategv@mdusd.org

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	ELIGIBLE STUDENTS	PHONE	WEBSITE
Eagle Peak Charter	Grades 1-8	676-2044	eaglepeakmontessori.org
Home and Hospital	Medically required, 2week minimum	682-8000 ext 5460	Home and Hospital
Crossroads High	Pregnant/Parenting Teens	689-6852	crossroads.mdusd.org
Olympic High	Credit recovery (16-18)	687-0363	olympic.mdusd.org
Prospect	Credit recovery (16-18)	682-8000 ext 3999	prospect.mdusd.org
Horizons: Home Study	Grades Tk- 8	682-8000 ext 3950	homestudy.mdusd.org
Horizons: CIS	Grades 9-12	682-8000 ext 3950	hcis-mdusd-ca.schoolloop.com
Gateway Independent Study	Ages 16-18	682-8000 ext 3960	gateway.mdusd.org
Loma Vista Adult Ed	Grades 10- Adult	685-7340	mtdiabloadulted.org
College Now	Dual Enrollment with Dia- blo Valley College (Grades 11-12)	696-2524	College Now Program

Before & After-School Child Care Providers

Located on School Premises:

SCHOOL	PHONE	PROVIDER
Ayers	671-4922	Dianne Adair Day Care
Bancroft	938-4063	Dianne Adair Day Care
Delta View	682-8000 x84234	Dianne Adair Day Care
El Monte	682-5060	Dianne Adair Day Care
Gregory Gardens	680-5298	Pleasant Hill Park & Rec. "Kidstop"
Hidden Valley	229-5659/766-8778	YWCA
Hidden Valley	383-4583 or 682-8000 x84350	YMCA
Highlands	672-6144	Dianne Adair Day Care
Monte Gardens	356-2343	Dianne Adair Day Care
Mountain View	689-1170	YMCA
Mt. Diablo Elem.	672-0388	Clayton Community School
Pleasant Hill Elem.	938-3043	Dianne Adair Day Care
Rio Vista	458-8183	YWCA - Delta Youth
Riverview	458-8189	YWCA
Sequoia Elem.	939-6336	Dianne Adair Day Care
Silverwood	687-4550	Lads and Lassies
Strandwood	687-1004	YMCA
Valhalla	827-4743	YMCA
Valle Verde	944-5255	Valle Verde Children's Center
Walnut Acres	932-0507	Walnut Acres Day Care
Westwood	969-1784	Dianne Adair Day Care
Woodside	676-9534	YMCA
Ygnacio Valley	798-0864	Champions

CARES Programs - Locations

Phone: 691-0351 | Fax: 691-1447

Bel Air Elementary
 Cambridge Elementary
 Delta View Elementary
 El Dorado Middle
 El Monte Elementary
 Fair Oaks Elementary

Gregory Gardens Elementary
 Hidden Valley Elementary
 Holbrook Language Academy
 Meadow Homes Elementary
 Monte Gardens Elementary
 Mt. Diablo High
 Oak Grove Middle
 Rio Vista Elementary

Riverview Middle
 Shore Acres Elementary
 Silverwood Elementary
 Sun Terrace Elementary
 Westwood Elementary
 Woodside Elementary
 Wren Ave Elementary
 Ygnacio Valley Elementary

Calendars

2022-2023



2022-2023 School Calendar

Holidays | Report Periods | School-Based Days

Professional Development	August 8-10, 2022
First Day of School	August 11, 2022
Labor Day	September 5, 2022
End First Quarter	October 7, 2022
Teacher In-Service (no students)	October 10, 2022
End First Trimester	November 4, 2022
Veterans Day	November 11, 2022
School Recess–Thanksgiving	November 21-25, 2022
End Second Quarter and End First Semester	December 21, 2022
Winter Recess	Dec. 22, 2022 - Jan. 6, 2023
Dr. Martin Luther King Jr. Day	January 16, 2023
School Recess	February 17, 2023
President’s Day	February 20, 2023
End Second Trimester	February 16, 2023
Teacher In-Service (no students)	March 13, 2023
End Third Quarter	March 17, 2023
Cesar Chavez Day	March 31, 2023
Spring Recess	April 3- April 7, 2023
School Recess	April 28, 2023
Memorial Day	May 29, 2023
End 3rd Trimester, 4th Quarter, & End of 2nd Semester	June 2, 2023

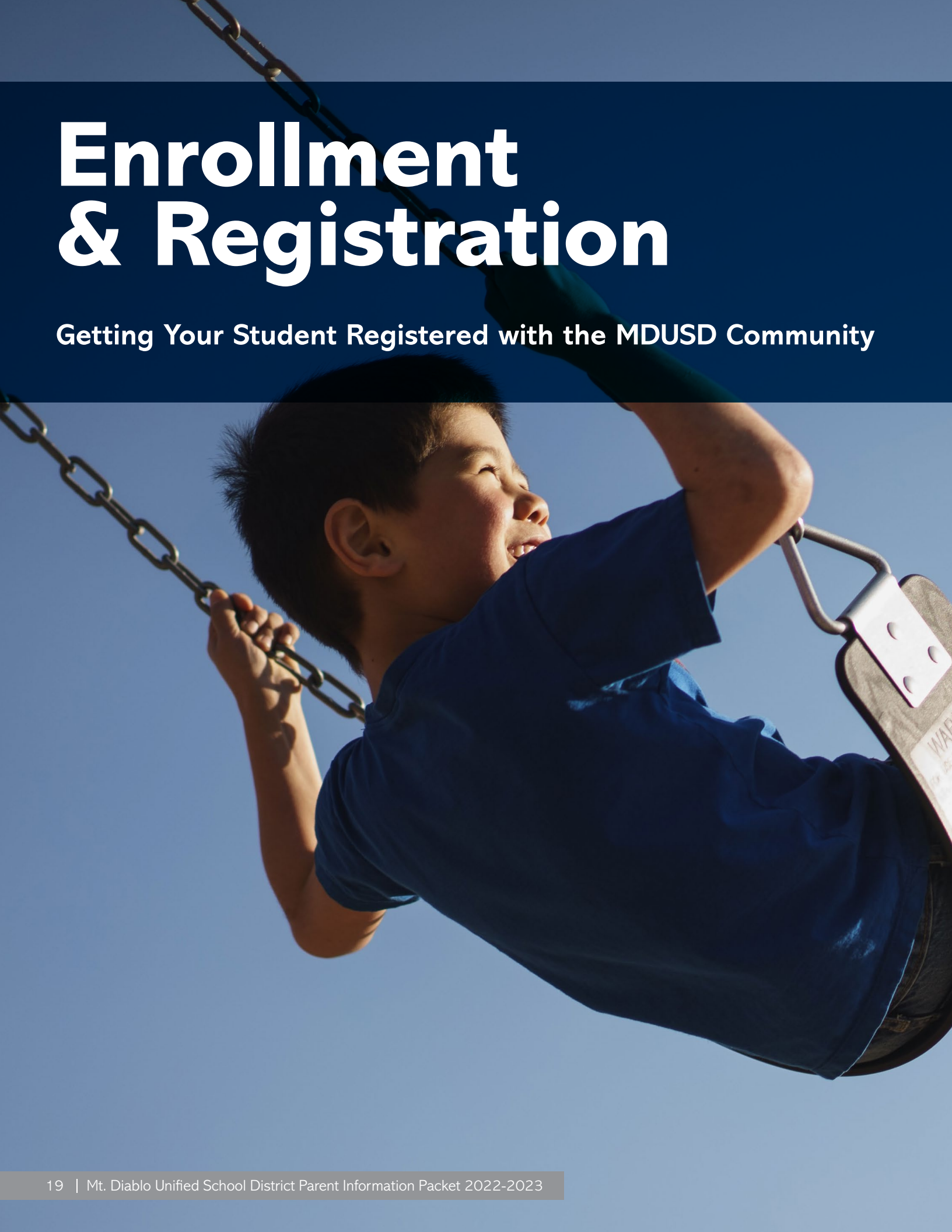
2022-2023 Test Calendar **

TESTING PROGRAM	GRADES & CONTENT	TESTING WINDOW
California Assessment of Student Progress and Performance (CAASPP)* California Alternate Assessment (CAA)*	Grades 3–8 & 11 English Language Arts & Mathematics Grades 5, 8, 11 California Science	4/18-6/2
English Language Proficiency Assessments for California (ELPAC) Alternative Assessment (VCALPPS)	Grades K–12 Initial identification of new students Annual Assessment of English learners	8/12 2/1–5/31
Physical Fitness Test (PDF)	Grades 5, 7, 9 Aerobic capacity, body composition, upper body strength, abdominal strength, trunk strength, and flexibility	2/1–5/20

- Your child’s attendance is important on the days that these state-required tests are administered at your school. Please make every effort to have your child present.
- ** Dates are subject to change. Check with your child’s school for their specific testing dates. Please be advised that the District administers CAASPP testing each year. A parent/guardian may submit a written request to the District to excuse a student from participation from part or all of the assessment under the CAASPP. (See Title 5 CCR, Section 852 and Education Code, § 60604 and 60615.) The request must be submitted to the site principal. The ability to make such a request applies only to the CAASPP testing.

Enrollment & Registration

Getting Your Student Registered with the MDUSD Community



4 Steps of Enrollment

1. Find Your Resident School

To locate your resident school, use our School Finder.

2. Review The Following Before Enrolling Your Student

- Age Appropriate Placement
- Immunization Requirements
- Documents for Address Verification
- Other Required Documents

3. Apply Online

Please print your Aeries Online Enrollment Summary upon completion. Currently attending TK students do not need to complete Aeries Online Enrollment. Your student will be pre-enrolled at their school of residence. Previously enrolled students do not need to complete Aeries Online Enrollment. Contact your school of residence with the required documents.

4. Register at your Resident School

Call your school of residence for an appointment to bring any documents that were not uploaded to the Aeries Online Enrollment portal as well as:

- Current IEP (if applicable)
- Current Section 504 Plan (if applicable)
- Most recent transcript (for high school students)

Recent Immigrant / Newcomer Students

MDUSD supports the unique educational needs of recent immigrant / newcomer students to access education. Recent immigrant newcomer students follow MDUSD enrollment procedures beginning with online registration. Information for English learners is provided by the MDUSD EL Assessment Center. If a newcomer student lived in a situation defined as legally homeless during the current school year, the student is identified to Mt. Diablo HOPE. We hope you have a rewarding and successful school year.

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 *right). 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. Must provide one (1) from each section or two (2) from either section two or three:

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

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 attached. Business returns do not meet residency requirements. *(computerized or original copy)
- c. Current voter registration receipt

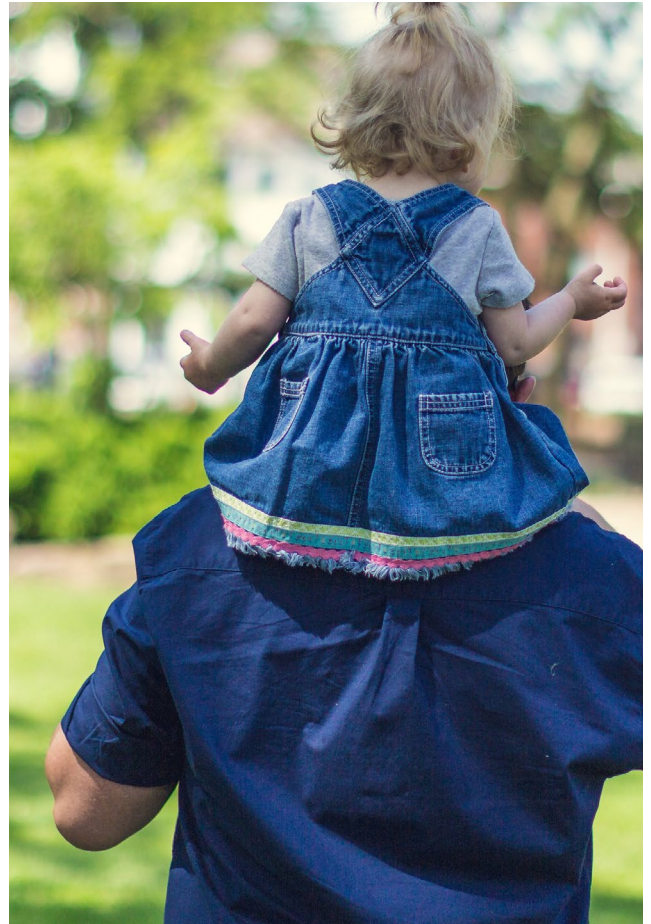
One of the Following Original Documents with Parent/Guardian's Name and Address:

- 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

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

Address Verification (continued)

When presented with a substitute address designated by the Secretary of State for victims of domestic violence or stalking residing within district boundaries, the Superintendent or designee shall accept and use the substitute address for all future communication and correspondence and in all public records (Government Code 6207). All required documents must be submitted and receive approval within ten (10) calendar days from the initial date of registration. The school is to enroll a student without the required documents allowing parents/guardians to submit the required verification documents and receive enrollment verification clearance within the ten (10) day grace period. If any district employee reasonably believes that the parent/guardian of a student has provided false or unreliable evidence of residency, the Child Welfare and Attendance Liaison shall make reasonable efforts to determine whether the student meets legal residency requirements. Children not residing within the district boundaries may be served when an interdistrict agreement has been approved by the district and the district of residence. When a school official receives information that a child may not actually reside in the school's attendance area, a Child, Welfare and Attendance Liaison may visit the home to verify a child's residence.



Intradistrict & Interdistrict Transfers

Intradistrict Open Enrollment (BP 5116)

The district has established an open enrollment policy that allows parents/guardians who reside within the district to apply to enroll their child in any district school having space regardless of the child's residence within the district. The number of intradistrict applications accepted under this policy is limited to the number of spaces available at the school requested. The governing board will annually determine the capacity of each school. The District uses a random, public lottery for considering applications. The process prohibits any evaluation of a student's academic or athletic performance. To be eligible for this intradistrict enrollment process, online applications must be submitted between October 15 to November 15 for grades 6-12 and February 10 to March 10 for grades K-5. Intradistrict transfer online applications are available at: www.mdusd/transfers.

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

- **First Priority:** Intradistrict Transfer Requests from Siblings of students currently enrolled in school of request. Siblings must share a year at the same school.
- **Second Priority:** Students whose parent/guardian is assigned to that school as his/her primary place of employment. Priority criteria will only apply for the duration of the parent/guardian's employment at that site. To be eligible, employees must have a regular assignment of 10 hours per week or more.

- **Third Priority:** Students attending Monte Gardens Elementary or Sequoia Elementary requesting to attend Sequoia Middle. Priority criteria will only apply to students who are currently enrolled and completing their 5th grade year at Monte Gardens Elementary or Sequoia Elementary Schools.
- **Fourth Priority:** A cohort is a group of students moving from one level to another. For example, Riverview to Mt. Diablo High, Valley View to College Park, El Dorado to Concord High, and Foothill to Northgate. It also includes the various feeder patterns traveling from elementary school to middle schools.
- **Fifth Priority:** Academic Program Pathways are currently in development, but include a continuation of a specialized program such as International Baccalaureate or Two-Way Dual Immersion.
- **Sixth Priority:** Students whose parent/guardian is assigned to a site within the feeder pattern of the site requested. Priority criteria will only apply for the duration of the parent/guardian's employment within the feeder pattern. To be eligible, employees must have a regular assignment of 10 hours per week or more.
- **Seventh Priority:** All students who are residents of the Mt. Diablo Unified School District





Harmful or Dangerous Special Circumstances, Persistently Dangerous Schools and Students Who Are Victims of a Violent Criminal Offense (Education Code § 35160.5)

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:

- 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.

Interdistrict Transfers (BP 5117)

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 the 15th day of instruction of each school year by students who reside in the school’s attendance area (AR 5116). 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:

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

- e. 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 § 48204.
- f. 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.
- g. Transportation is not provided for students attending on Interdistrict agreements.
- h. 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

Unassigned High School Area Attendance - Clayton Valley High School

On November 14, 2016, MDUSD Board of Education approved the following: “Move to approve that parents and their students in the Diablo View and Pine Hollow Middle School attendance areas be granted resident status rather than unassigned status by selecting one of the following high schools as their home high school: College Park, Concord, Mt. Diablo, Northgate or Ygnacio Valley, taking into consideration classroom space and classroom size.” The online application is available at our district website: www.mdusd.org/unassignedarea. Once enrolled in the high school of choice, this school becomes the student’s resident high school through 12th grade.

Displacement Notice

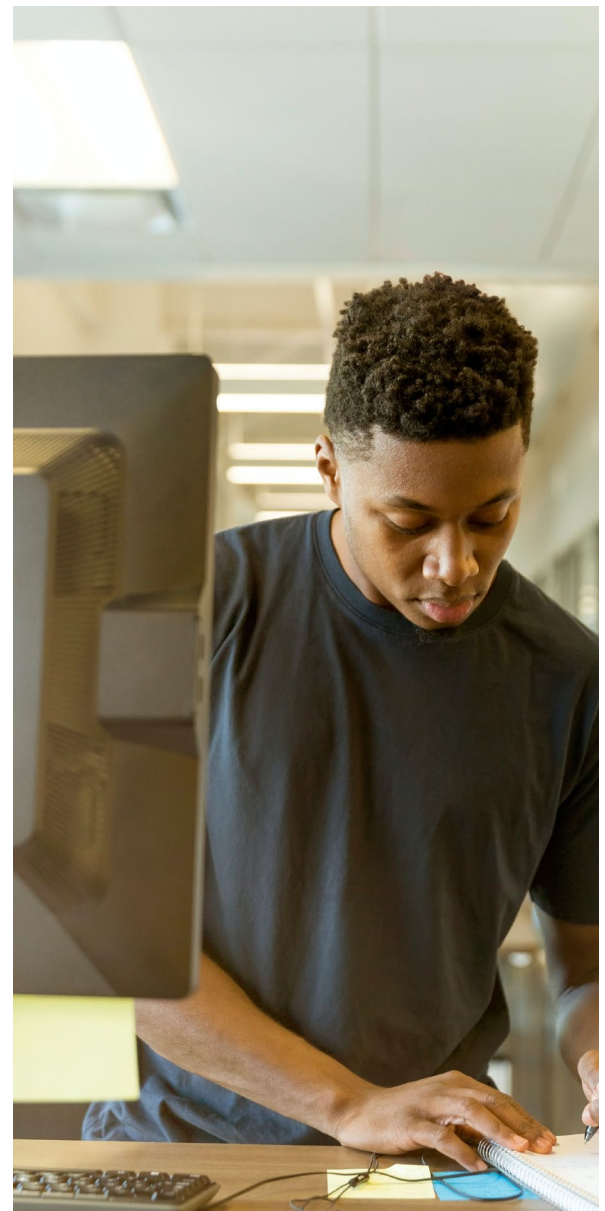
Pupils admitted to the district on an Interdistrict transfer are deemed to be residents of the school district for the period of the transfer agreement. Such pupils are not considered residents of the school in which they enroll. As such, these pupils may be Priority criteria will only apply for the duration of the parent/guardian’s employment at that site. To be eligible, employees must have a regular assignment of 10 hours per week or more. In addition, students on Interdistrict Transfers can be displaced within the first 15 days of the school year by students who reside in the school’s attendance area (BP 5117).

Regarding Establishing Residency through Parent/ Guardian Employment

Pursuant to BP 5117 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.



Attendance

Every School Day Counts



School Attendance

Compulsory education laws require that students, age 6-18, attend school. Parents/Guardians therefore are, 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 § 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. 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.

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 (Education Code § 46010.1).
13. Other such reason as the principal may consider justifiable when requested in advance.

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.

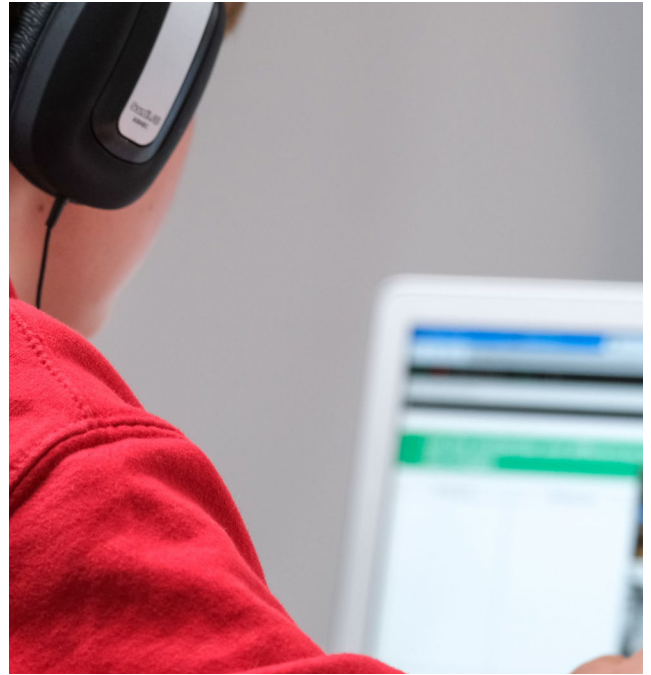
1. Expect your son/daughter to attend school on a regular basis.
2. Understand that absence from school is detrimental to student learning. Students miss important learning opportunities when they are absent. Not only is instruction lost, but important group discussion and class active ties that cannot 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 (Education Code § 46014).

Short Term Independent Study Contract (ISC)

For an absence lasting for 3 days or more a parent/guardian may request an Independent Study Contract with a reasonable number of school days of advanced notice. The ISC is designed for short term absences, 3-14 school days, where the student is assigned an appropriate amount of work by their teacher(s) (equal to the minimum requirement of class time). If the ISC is completed the absences that will be excused is equivalent to the amount of work completed this is done at the Administrator's discretion. For more information, please contact your school's office.



Truancy Policy

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.

Truancy Defined:

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

Truancy Intervention & Reducing Chronic Absenteeism

California compulsory education law requires everyone between 6 and 18 years of age to attend school, except 16 and 17-year-olds who have graduated from high school or passed the California High School Proficiency Exam and obtained parental permission. Some students, however, violate the compulsory education laws and have a pattern of unexcused absences. Students are referred to the District School Attendance Review Board (SARB) if they have persistent attendance problems and when the normal avenues of classroom and school interventions have failed to resolve the problem. Chronic absence is a measure of how much school a student misses for any reason. It is a broader measure than truancy, which only tracks unexcused absences. Starting in the early grades, chronic absence levels can reach remarkably high levels. National data suggests one in 10 kindergartners misses a month of school every year. In some districts, it runs as high as one in 4. The rates only get higher by middle and high. Research backs up the common sense notion that children will do worse in school if they are not in class to learn. An analysis of national sample of chronically absent kindergarten students (those missing 10 percent of school days) revealed lower academic performance when they reach 1st grade. Among poor children, who lack the resources to make up lost time, chronic absence in kindergarten translated into lower 5th grade achievement. By 6th grade, chronic absence begins to predict high school dropout rates, a study of Baltimore students showed. By ninth grade, missing 20 percent of school can better predict of dropout than eighth-grade test scores, Chicago re-

searchers found. Along with behavior problems and failure of core academic courses, poor student attendance is a critical early warning sign of dropout. Low-income children are disproportionately affected by chronic absence in the early grades. They are more likely to miss too much school and more likely to fall behind in academics, particularly reading, which is the focus of instruction in the problem. The District SARB Board is chaired by the Assistant Director, Student Services, and is composed of representatives from law enforcement, probation, various youth service agencies, members from the community, welfare, and district nurses. The SARB Board will meet with the referred student and their parents/guardians to identify a solution or appropriate resources to help resolve the truancy issue. All students and parents/guardians are placed on a SARB contract. Once placed on the contract, the student and the parent/guardian are allowed an appropriate amount of time to comply with the SARB contract directives. SARB's goal is to assist students and families in alleviating those factors that interfere with their compliance with the compulsory attendance mandate. If the student and parent or guardian, however, does not comply with SARB assistance or follow school attendance laws, and the student does not attend school regularly, SARB will take the necessary steps to enforce compulsory laws. Education Code § 48260.5 requires the district to inform parents or guardians when a student has been declared a truant and that:

- They are obliged to compel their student to attend school.
- Parents/guardians who fail to do so may be guilty of an infraction and subject to prosecution.
- Alternative educational programs are available in the district for students age 16 and older.
- It is necessary to call the school to discuss the truancy.
- The parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
- It is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.
- The student may be subject to prosecution under Education Code § 48264.

- The student’s driving privilege may be subject to suspension, restriction or delay pursuant to Vehicle Code 13202.7
- Parents/guardians may be asked to attend classes with the student for the day.

Students can also be referred to Walnut Creek Superior Court: Juvenile Division where they could be ordered to attend additional programming and/or:

- Perform 40 hours of after school community service or attend 40 hours of tutoring;
- Pay a fine, which the parent/guardian is jointly liable. Fines have ranged from \$50 to \$500;
- Have their driver’s license suspended, restricted or delayed. (VC 13202.7)

Education Code § 48293 stipulates that parents/guardians are now subject to being cited to municipal court, and fined up to \$500.00 for failure to appear before SARB or failure to comply with SARB directives. For more information on truancy intervention and improving student attendance prevention programs, call Student Services at 682-8000 ext. 4061. For students who have an Individualized Education Plan (IEP), the topic of extra-curricular and co-curricular activities should be an agenda item at the IEP meeting.

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- 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 co-curricular activities should be an





Curriculum

MDUSD High Quality Education & Activities

Student Instruction: To View TK-12 Curriculum Standards

The comprehensive set of standards may be found on the district web page at www.mdusd.org (go to Student Achievement & School Support; standards Mt. Diablo Unified School District has adopted California's rigorous content standards that specify what students should know and be able to do at each grade level. In the areas of English/Language Arts and Mathematics certain standards have been designated as "essential" standards as they are foundational for continuous academic progress. Mt. Diablo Unified School District is committed to providing our students with a curriculum that supports mastery of the standards. Instruction, classroom assessment and materials are aligned with the standards. Professional development enables teachers to refine their skills. Classroom experiences and the learning environment foster success and positive feelings about learning. This work must be done in conjunction with parents/guardians. Learning is a continuous process that involves the home as well as the school. Children benefit from the knowledge that parents/guardians are interested in and supportive of their educational experience. The Mt. Diablo Unified School District, in partnership with parents/guardians, staff, students and the community has adopted standards to guide the academic progress of our students. Parents/guardians may also contact the School Support Department at 682-8000 ext. 4024 or the administrator at the school site, for a complete set of standards.

English Language Development Standards

The English Language Development Standards (ELD) used for students learning English are aligned to the California English/Language Arts Standards. You can find the ELD Standards on the district web page at mdusd.org/S&C.

Homework/Makeup Work Board Policy 6154

The Governing Board recognizes that homework serves multiple purposes and contributes toward building responsibility, self-discipline and life-long 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 Board Policy 6154

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments, classwork, homework and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. The teacher shall provide the student access to the topics covered during the student's absence. Teachers shall inform students and parents/guardians of the makeup work plan at the beginning of each grade/course (Education Code § 48205) (cf. 5113 - Absences and Excuses). 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(s) § 48980 and 48205). 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. § 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 (cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 5145.6 - Parental Notifications) The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension (Education Code § 48913). Teachers may assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Make-Up Work for Excused Absences

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

- a. Method of informing students of missed work
- b. Criteria used for the basis of the grade and emphasis of each criterion
- c. Time limitations for make-up work
- d. 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.

Make-Up Work for Absences Due to Suspension

If your student was suspended two or more school days, the student or parent/guardian may request a teacher(s) provide the homework the student would otherwise be assigned, as provided in Education Code § 48913.5

(cf.5144.1) - Suspension and Expulsion/Due Process) Legal Reference: EDUCATION CODE

Homework/Make-Up Work

Administrative Regulation 6154

Principal/Site Administrator Will:

- 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.
- 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.
- Support teachers as they seek to implement the established homework plan.
- Publish and make available the completed homework plan.

Parents/Gaurdians Will:

- Make every effort to provide appropriate time and place for study.
- Provide support and encouragement for child to complete homework.
- Monitor the completion and follow through of their child's homework assignments.
- Encourage the use of returned homework as a study guide.
- Contact the teacher if their child is consistently not able to complete the homework within the time Guidelines, or if challenges or questions arise.
- Help students gather or avail themselves of appropriate Guidelines for School Site Homework Plan

Teachers Will:

- Ensure that assignments are relevant to grade level standards and/or course of study. ensure their objectives, expectations and materials to be covered have been fully explained.
- Take into consideration the ability range and special needs of students when making assignments.
- Provide students with assistance in time management techniques to complete multiple assignments .
- Minimize overlapping deadlines of major assignments.
- Communicate clearly to students key dates for long term assignments using age/grade appropriate methods.
- Communicate to students the impact of homework as a life skill at the elementary level and on grades at the secondary level.
- Provide students with timely feedback or grades.
- Ensure that homework practice will be consistent with established homework plan for grade level and/ or content area.

Students Will:

- Listen carefully, record assignments and ask clarifying questions and return homework assignments completed and on time.
- Complete work independently unless otherwise directed.
- Use returned homework for a study guide as appropriate.
- Plan effectively and manage their time by staying focused and on task.
- Put forth their best effort to produce quality work.

Kindergarten Homework Should:

- Reinforce standards-based skills previously taught in class.
- Be approximately 10 minutes per night.
- Additionally include parents/guardians reading to students daily.

Primary Grades (1-3) Homework Should:

- Reinforce standards-based skills previously taught in class.
- Help students begin the development of study habits.
- Be a communication link between home and school.
- Be approximately 20-30 minutes per night.
- Additionally include students reading to or with parents/guardians for 10-20 minutes every school night.

Upper Elementary Grades (4-5) Homework Should:

- Reinforce standards-based skills and content previously taught in class.
- Provide opportunities to develop personal study habits.
- Be a communication link between home and school.
- Be approximately 30-45 minutes per night.
- 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:

- Provide opportunities to develop positive personal study habits.
- Reinforce the standards-based skills and content taught in class and may also include preview of new material.
- Stimulate intellectual development resources (library, CDs, DVDs, internet access, etc.).
- Provide opportunities for participation on special projects.
- 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.
- Additionally include students reading appropriate literature every school night for 20-30 minutes beyond other assignments.
- Be a component of the grade.

High School (9-12) Homework Should:

- Provide opportunities to develop positive personal study habits.
- Include opportunities to learn to use time effectively.
- Reinforce the skills and content taught in class and may also include a preview of new material.
- Provide an emphasis on independent research and reports.
- Stimulate intellectual development.
- Be assigned during the school week on a regular basis
- Be a component of the grade.

Total homework assignments should have an estimated completion time of 120-180 minutes per night. Advanced courses will require additional time.

Grades/Rubrics

Grades/Evaluation of Student Achievement Board Policy 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. Parent/guardian and student have the right to receive course grades/ rubric scores that represent an accurate evaluation of the students' achievement. The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how academic performance will be evaluated in the classroom. 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 their control, does not wear standardized physical education apparel (Education Code 49066.) A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards.

Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, narrative descriptions, observational notes, samples of classroom work, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately. Whenever a student misses an assignment of assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment. Teachers shall inform students and parents/guardians of this at the beginning of each course. At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level. When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement. In the event of a federal, state or local emergency where the district is mandated to modify classroom instruction to include partially or fully remote learning for all students, the Superintendent or Designee, may approve the use of alternative

grading marks (i.e. Credit/No Credit/NA) which will not impact a students' GPA.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability. Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of

Definition of Rubric Scores

For grades TK-5th, students' level of progress for each grading period shall be reported as follows:

Elementary Rubric Score Definition

- a. **Below Basic:** Working below grade level standards; needs continued assistance
- b. **Basic:** Making progress toward grade level standards; some skills and concepts not yet mastered
- c. **Proficient:** Consistently meets standards; understands and applies grade level concepts and skills; may occasionally exceed grade level standards
- d. **N/A:** Marked with an N/A has not been addressed/assessed

Definition of Grades

Grades shall be reported each marking period as follows:

A (90–100%)	B (80–89%)	C (70–79%)	D (60–69%)	F (0–59%)	I–Incomplete	P–Pass
Outstanding Achievement	Above Average Achievement	Average Achievement	Below Average Achievement	Little or No Achievement		
<i>4.0 grade pts.</i>	<i>3.0 grade pts.</i>	<i>2.0 grade pts.</i>	<i>1.0 grade pts.</i>			

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:

- a. Has entered MDUSD with a “P” instead of a grade on their grade report, and there are only three or fewer weeks remaining in the quarter, or
- b. Is a student with an IEP on a non-diploma track.

In unique circumstances, such as during a federal, state or local emergency where the district is mandated to modify classroom instruction to include partially or fully remote instruction or in the event of extensive school closures, the Superintendent or Designee, may approve the use of Credit or No Credit options. In the event the Credit/No Credit mark is used, it will equate to 0 points and will not factor into the students’ GPA. Criteria for determining Credit/No Credit mark may include but are not limited to the following:

- c. Most recent report card mark
- d. Progress toward meeting standards
- e. Access to necessary resources, including technology and online instruction

Due to the unique circumstances described above, the final issuance of Credit/No Credit may be issued at the discretion of the Superintendent or Designee. 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) Student performance in high school physical education courses shall be based upon evaluation of the student’s individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060) For each student in grades 9-12, the Superintendent of designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation. Criteria for determining grades may include but are not limited to: mastery of grade level and/or content standards, demonstration of understanding of concepts on formative and summative assessments, contribution to classroom discussions, preparation of assignments, and application of skills and principals to new situations.

Report on Citizenship and Effort

At the elementary level, a student’s demonstration of life-long learning skills shall be reported each reporting period as follows:

S—Satisfactory	N—Needs	N/O—Improvement Not Yet Observed
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Criteria for determining marks for life-long learning skills may include but are not limited to:

- | | |
|---|---|
| <ul style="list-style-type: none"> a. Takes responsibility for actions b. Actively engages in classroom activities c. Puts forth best effort d. Works cooperatively with others e. Completes work in a timely manner | <ul style="list-style-type: none"> f. Completes and returns homework on time g. Organizes self, materials and belongings h. Respects others i. Participates orally at appropriate times |
|---|---|

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. 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. If the question is not resolved at the principal level, the parent/guardian may call upon the Director and/or Chief, Educational Services, who shall investigate the circumstances which have taken place. The Director and/or Chief, Educational Services will review and make recommendations for resolving the issue. To the extent possible, the teacher shall be involved in all discussions.

Advanced Course Work (High School Level) – Baccalaureate (High School Level)

Because of the more rigorous nature of Advanced Placement, International Baccalaureate, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A = 5 grade pts.	B = 4 grade pts.	C = 3 grade pts.
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(cf. 6141.4 - International Baccalaureate Program) (cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

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 an F on their record unless otherwise determined by the principal or designee because of extenuating circumstances. A student parent/guardian/teacher/administrator conference may be required prior to allowing a student to drop a course.

Effects of Absences on Grades

Teachers who choose to withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absences (Education Code § 49067) If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences (Education Code §49067). Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code §49069.5.

Promotion/Acceleration/Retention

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

- Report card standards or grades where applicable
- State Standardized Test

- Teacher documented achievement levels in reading, mathematics and written expression
- Site or district assessments

When a student is identified as being at risk for retention or is recommended for retention, the Superintendent or designee shall provide opportunities for alternative instruction to assist the student in achieving academic proficiency. Such opportunities may include but are not limited to alternative academic courses and supplemental instruction. When exceptional academic achievement is demonstrated, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

High School Grade Level Status Determination and Notification

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

Grade	Comprehensive Credit	Alt Ed/Continuation Credit
9	0—54	
10	55—104	0—100
11	105—164	101—145
12	165—220	146—200



Graduation Requirements

Progress toward high school graduation shall be based on the student passing the required and elective subjects necessary to earn the annual required number of credits as outlined by current Board Policy. As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who are at risk of being retained and who should be retained in accordance with law, Board Policy and Administrative Regulation. A student's grade level status will be determined at the site once per year following summer school. Students in the 4th year of high school will have an additional determination made at the beginning of the second semester. Students shall be allowed to participate in grade level designated activities, i.e., Senior Breakfast, Junior Prom, based on achievement of sufficient credit for grade level status, not number of years at the high school level (Board Policy 5123). A student's grade level status will be determined at the site once per year following summer school. Students in the 4th year of high school will have an additional determination made at the beginning of the second semester. Students shall be allowed to participate in grade level designated activities, i.e., Senior Breakfast, Junior Prom, based on achievement of sufficient credit for grade level status, not number of years at the high school level (Board Policy 5123).

Comprehensive High School Class of 2023 220 Credits	Alternative Education/Adult Class of 2023 200 Credits	Credit Reduction AB: 167/216, 1806/216, 365, 2121, 2306 Class of 2023 130 Credits
English 40 credits 4 years	English 40 credits 4 years	English 30 credits 3 years
Science 20 credits 2 years • 1 year of Physical Science • 1 year of Biological Science	Science 20 credits 2 years • 1 year of Physical Science • 1 year of Biological Science	Science 20 credits 2 years • 1 year of Physical Science • 1 year of Biological Science
World History 10 credits 1 year	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. History 10 credits 1 year
U.S. Government/Economics 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*	Mathematics 20 credits 2 years*
Visual & Performing Arts or World Language or Career Technical Ed 20 credits**	Visual & Performing Arts or World Language or Career Technical Ed 20 credits**	Visual & Performing Arts or World Language or Career Technical Ed 10 credits
P.E. 20 credits 2 years Electives 60 credits	No PE Requirement Electives 60 credits	P.E. or Electives 20 credits 2 years
*The only Mathematics course requirement by the State of California is Algebra I ** Students pass 10 credits each in two of the three areas.		

Credit Reduction

Under certain conditions, school districts must exempt students from course work or requirement that exceed the State of California minimum High School requirements. Students in Foster Care (AB 167/216), Homeless (AB 1806/216), Military families (AB 365), and Migrant/Newcomers (AB 2121), may qualify for reduced credits. Please contact your academic counselor for more information.

Sex Education Courses or Family Life Education and Sexually Transmitted Diseases including HIV/AIDS Education

Instruction in these subjects is included in the curriculum in grade 5 and in grade 7 Science classes and high school Biology and Health Education classes, as well as certain middle and high school Physical Education classes. Materials being used are available for inspection and preview at the District Instructional Media Center, C-2, Willow Creek Center, 1026 Mohr Lane, Concord, 8:00 a.m. to 4:30 p.m. Monday through Friday. Materials are also available online at <https://mdusd.org/parentportal> (Education Code(s) §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 (Education Code § 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 (Education Code(s) § 48206.3, 48207, 48208). Short-term independent study programs are available to students and parents/guardians when family plans require a student to be absent for a minimum of five school days. Teachers will provide alternative assignments for students to be completed during the absence. A written agreement is needed for the independent study program. For more information, contact the school principal or Alternative Education, 682-8000 ext. 3960. Educational Programs for Students Learning English State law requires that school districts develop effective and appropriate Language acquisition programs for English Learners to ensure English acquisition as rapidly and as effectively as possible, and that provide instruction to pupils on the state- adopted academic content standards

including the English language development standards. Programs shall lead to grade level proficiency and academic achievement in both English and another language.

Mt. Diablo has the Following Language Acquisition Programs:

- a. **Structured English Immersion Program:** for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English.
- b. **Developmental Bilingual Program:** for English 1 learners - Instruction is provided in English and the pupil's native language for literacy and academic instruction (Spanish).

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

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

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

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 Individual Educational Plan (IEP) or Section 504 Plan identifies all necessary and appropriate testing accommodations. All accommodations specified in the IEP or Section 504 Plan will be provided as part of district or state testing.

Extra-Curricular and Co-Curricular Activities

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

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

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

“Extra-curricular activity” is not a part of the regular school curriculum, is not graded, does not offer credit and does not take place during classroom times (Education Code § 35160.5(a)(2)). “Co-curricular activity” is defined as a program that may be associated with the curriculum in a regular classroom (Education Code § 35160.5(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 Individual Education (IEP), the topic of extra-curricular and co-curricular activities should be an agenda item at the IEP meeting.

Eligibility Requirements

To be eligible to participate in extracurricular and co-curricular 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 extra-curricular and co-curricular activities when the student’s poor citizenship is serious enough to warrant loss of this privilege.





Programs & Services

Providing Equitable Access to Schools for All Students

English Learner Services

The mission of Mt. Diablo Unified School District Department of English Learner Services is to provide rich, meaningful, and highly effective programs for English Learners in order to ensure success for all students. Serving students whose native language is other than English for all grade levels, the ELL Department administers tests including: primary language tests; ELPAC (English Language Proficiency Assessments of California); textbook placement tests for Inside and Edge; and a general math placement test for proper placement. For more information of ELS Standards and Curriculum please visit our website: mdusd.org/homeEL.

Foster Youth & Homeless Students

Homeless Outreach Program for Education (Mt. Diablo HOPE) *Homeless Students (McKinney-Vento)*

MDUSD meets the unique educational needs of students who experience homelessness. Per McKinney Vento / ESSA the legal definition of homeless student is defined as follows:

- Student who lacks a fixed, regular, and adequate nighttime residence
- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; i.e. “doubled up.”
- Students living in motels, hotels, trailer parks, shelters, or camp grounds
- Children and youths living in vehicles, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; i.e. “unsheltered.”
- Children and youths who have a primary nighttime residence that is a public or private place not ordinarily used as a regular
- Sleeping accommodation, i.e. unaccompanied minors / runaways.
- Newcomer / migrant students who were legally homeless at any time this school year, including students who were unaccompanied minors.

- Students living with relatives do not automatically qualify as homeless; for example, students in stable living arrangements.

Homeless students 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 (Education Code § 48853.5. Enrollment without records does not mean that records are never obtained. Mt. Diablo HOPE and district personnel work to obtain records and link families with resources as soon as possible. Homeless students have access to the same academic resources, services, extra-curricular and enrichment activities available to all students. 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. All students who lay their head outside of MDUSD boundaries require an “Interdistrict transfer via MDUSD Student Services. Interdistrict transfers do not delay enrollment or the right to continue in the school of origin; it’s the means by which students are identified across school districts for the purpose of communication and shared costs, and to ensure rights and protections are upheld. Students requiring overflow to another school follow standard overflow procedures and waiting lists (Education Code §48850(a

Free meals and nutrition already available at school will be provided free of charge. Homeless students are eligible for public 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. Requests for public transportation to/from school may be made to MDUSD HOPE by school staff. Orientations, tours of the school, and personal introductions to peers and staff help students to feel comfortable and welcome at school. MDUSD designates the Assistant Director, School and Community Services as the District McKinney Vento/Homeless Liaison, (925 682-8000 ext. 3054. MDUSD goes above and beyond the requirements set forth by law to meet the unique educational needs of homeless students.

View the full text of the:

[McKinney-Vento Homeless Assistance Act.](#)

Foster Youth Students

MDUSD Foster Youth Services provides assistance for foster youth in Mt. Diablo Unified School District. Please contact MDUSD Foster Youth. Services to request assistance for any child living in foster care: (925) 682-8000 ext. 3054, email fosteryouth@mdusd.org. Per California State Law, Assembly Bill 490, foster youth who live in the school attendance area must be enrolled immediately even if fees or materials are owed to the previous school or the child is unable to produce the records or clothing normally required for enrollment such as school records, immunization records, proof of residency, or uniforms (Education Code § 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 (Education Code § 48853.5). Students who move outside of MDUSD boundaries require an interdistrict 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 (Education Code § 48645.5). Foster youth must have access to the same academic resources, services, extra-curricular and enrichment activities available to all students (Education Code § 48850(a)). Requests for Special Education assessment may be made by a foster youth's parent, guardian, foster parent, or other service provider (Education Code § 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)(I)(D)). Parental consent and court orders are not needed by caseworkers and probation officers in order to access a foster child's school records (Education Code § 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 (Education Code § 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 Assistant Director, School and Community Services as the District Liaison for Foster Youth and Homeless Students (925) 682-8000 ext. 3054. If the parent/ guardian should contact the student's administrator to discuss their concern.

Recent Immigrant / Newcomer Students:

MDUSD supports the unique educational needs of recent immigrant / newcomer students to access education. Recent immigrant newcomer students follow MDUSD enrollment procedures beginning with online registration. Information for English learners is provided by the MDUSD EL Assessment Center. If a newcomer student lived in a situation defined as legally homeless during the current school year (see above), the student is identified to Mt. Diablo HOPE. We hope you have a rewarding and successful school year. Welcome to MDUSD.

American Indian Culture & Education Program

Offered through the Martinez Unified School District, the American Indian Culture & Education Program strives to further the educational, social, and cultural development of Native American students and their families in Contra Costa County. This program offers tutoring in both Math and Literacy for grades K-8 as well as College/Career Information. For more information on the program, please visit their website: martinezca.schoolloop.com/indianed. To sign up for the program please complete the 506 program form.



Section 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly referred to as “Section 504” is a nondiscrimination statute enacted by the United States Congress. The Rehabilitation Act of 1973 prohibits discrimination and assures that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. Regulations require that school teams evaluate students to determine eligibility for a Section 504 Plan. The school team is also responsible for determining what accommodations are needed to provide a student with disabilities equal access to educational opportunities. If a parent/guardian believes their student has a disability that substantially limits a major life activity, the parent/ guardian should contact the student’s administrator to discuss their concern. Under Section 504, a student with a disability is a student who has a physical or mental impairment that:

- a. Substantially limits a major life activity
- b. Has a record of such an impairment, or is regarded as having such an impairment.

Major life activities under Section 504 include but are not limited to: caring for oneself, bending, performing manual tasks, speaking, seeing, breathing, hearing, learning, eating, reading, sleeping, concentration, walking, thinking, standing, communicating, lifting, and working. The enabling regulations for Section 504 as set out in 34 Code Federal Regulations (CFR) Part 104 provide parents/guardians and/or eligible students with the following rights:

- c. 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).
- d. 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).
- e. 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).

- f. Students have a right to placement in the least restrictive environment (34 CFR 104.34).
- g. Students have a right to facilities, services, and activities that are comparable to those provided for non-disabled students (34 CFR 104.34).
- h. Students have a right to an evaluation prior to an initial placement and any subsequent significant change in placement (34 CFR 104.35).
- i. 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).
- j. Placement decisions must be made by a group of persons (i.e. the Section 504 Committee), including persons knowledgeable about your student, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities (34 CFR 104.35).
- k. If eligible under Section 504, your student has a right to reevaluations every three years. (34 CFR 104.35).
- l. Parents/Guardians have the right to prior notice to any action by the district in regard to the identification, evaluation, or placement of your student (34 CFR 104.36).
- m. Parents/Guardians have the right to examine relevant records (34 CFR 104.36).
- n. Parents/Guardians have the right to an impartial hearing with respect to the district’s actions regarding your student’s identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney (34 CFR 104.36).
- o. If Parents/Guardians wish to challenge the actions of the dis-

trict's Section 504 team in regard to a student's identification, evaluation or educational placement, they should file a written Notice of Appeal with the district's Section 504 Coordinator, Director, 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).

- p. 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 parent/guardian with notice of the district's appeal process, including the right to an impartial hearing.
- q. 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).
- r. 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.

If you have Section 504 questions or concerns please contact your student's school site administrator or:

Linda Pete, MA. M.S

Assistant Director, Student Services

1936 Carlotta Drive

Concord, CA 94519

Phone: (925) 682-8000 ext. 4061

Email: petel@mdusd.org

Parent/Guardian also have a right to file a complaint with the Office of Civil Rights that covers California:

U.S Department of Education

Office for Civil Rights, San Francisco Office

50 United Nations Plaza, Mail Box 1200, Room 1545

San Francisco, CA 94102

Phone: (415) 486-5555

FAX: (415) 486-5570

TDD: (800) 877-8339



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 (Education Code(s) §56040 and 56040.1) Students will be served in the least restrictive environment and in the event a student cannot be served at his/her school of residence, every attempt will be made to provide services at the school nearest to the student's home. The rights of individuals with exceptional needs (and their parents/guardians) with regard to decisions involving assessment, educational placement, and program review include, but are not limited to, the following:

- a. Children may not be placed in special education programs or receive related services until an assessment of eligibility and special needs has been completed.
- b. 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.
- c. 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.
- d. 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.
- e. Parents/Guardians must consent to the IEP before their child is placed in a special education program.
- f. Parents/Guardians who disagree with the proposed IEP or feel that they have been denied any of their rights, have the right to resolve their dispute through local mediation, a pre-mediation conference, or an impartial due process hearing. Parent's request or a pre-mediation conference or due process hearing must be made in writing to the district. Contact the Alternative Dispute Resolution Office or the Parent Liaison Office for additional information.
- g. Parents/Guardian may request a review of their child's program at any time. Staff has 30 days in which to schedule the IEP.
- h. Parents/Guardian must receive written notice in the primary language of the home before any change is made in their child's placement.



Any individual, public agency or organization may file a written complaint with the Superintendent if they believe a violation has occurred of federal or state law governing special education or related services for an individual pupil. The Community Advisory Committee (CAC) for Special Education is a group of parents/guardians and school personnel who meet monthly to discuss issues related to special education. The CAC supports activities on behalf of individuals with exceptional needs, encourages parent/guardian involvement in the development of the district Special Education Local Plan, advises the MDUSD School Board on the annual development, amendment, and review of the local plan, and recommends the annual priorities to be addressed by the local plan. The CAC also provides for parent/guardian education. Parents/Guardians needing more information about the CAC or wanting to contact other parents/guardians of individuals with exceptional needs may call the Parent Liaison's office at 682-8000 ext. 4297. The CAC meets the first Tuesday of the month in the District Board Room. The meeting may be conducted via an online format.

Special Education Transportation

Special Education students who are eligible for transportation as indicated on the IEP please visit our website: mdusd.org/departments/special_ed

Counseling Services

All schools provide counseling and intervention services for students and families. School counselors provide comprehensive school counseling programs that incorporate prevention and intervention activities through school-wide assemblies and activities, classroom guidance lessons, individual and group counseling, and collaboration with outside community resources. School counselors also assist students in ensuring they meet high school graduation requirements. The Crisis Response Team provides support to students, families and staff in the event of a crisis, emergency or traumatic situation.

Contact your student's school for assistance. Middle and high school students should contact the school counselor for class scheduling and college or career information. Supplementary counseling services are provided through the Student Services Department for students suspended for violence or substance abuse. For more information on our Counselors, please visit the [MDUSD Counseling website](#).



Student Health

A close-up photograph of a man with a beard and glasses kissing a baby on the cheek. The man is wearing a dark denim jacket and glasses. The baby is wearing a grey and white striped shirt. The background is a blurred blue wall.



Immunization Requirements

To enter or transfer into public and private elementary and secondary schools (Grades PK – 12), and child-care, developmental centers, and preschools (pre-k), children under 18 years must have immunizations as indicated below. These immunizations meet the requirements of the California School Immunization Law, Health and Safety Code Section 120326- 120375, and the recommendations of the Child and Adolescent Immunization Schedule by the Advisory Committee on Immunization Practices for the Centers for Disease Control and Prevention, the American Academy of Pediatrics, and the American Academy of Family Practice. The following are the requirements for admission and continued attendance.

Vaccine	Grade	Requirement
Polio (IPV)	TK-12	<ul style="list-style-type: none"> • 4 doses at any age • Doses meets the requirement if the 3rd dose was given on or after the 4th birthday
Diphtheria/Tetanus/Acellular Pertussis (DTP/DTaP)	TK-12	<ul style="list-style-type: none"> • 5 doses at any age • 4 doses meets requirement if one was given on or after 4th birthday. • 3 doses meets requirement if last dose was a Tdap on or after 7th birthday
Tdap Booster	7-12	<ul style="list-style-type: none"> • In addition to the DTP/DTaP requirements, grades 7-12 are required to have 1 booster on or after the age of 7
Measles, Mumps, Rubella (MMR)	4-18	<ul style="list-style-type: none"> • 2 doses are required. The 1st dose must be given on or after the 1st birthday.
Varicella (VZV or Chickenpox) History of chickenpox: Only medical exemption issued via CAIR-ME will be accepted (apply online at https://cair.cdph.ca.gov/exemptions/home)	Tk-10, 11-12	<ul style="list-style-type: none"> • 2 doses are required (Grade T) • 1 dose is required; 2 doses are recommended (Grade 11-12) • New student, any grade 2 doses are required
COVID-19	As Eligible	<ul style="list-style-type: none"> • Up-to-date COVID-19 vaccination is strongly recommended but not required at this time.

Students may not attend any in-person instruction or school activities unless an immunization record is presented and immunizations are up to date. Your school office can provide detailed information on required immunizations. Students who are homeless or in foster care will be admitted immediately even if the student arrives without immunization records or incomplete records. Schools should utilize their resources to make sure these students have received all required immunizations as soon as possible.

Exemptions to Required Immunizations

Effective January 1, 2021, all new medical exemptions to immunizations must be submitted electronically online via CAIR-ME (<https://cair.cdph.ca.gov/exemptions>). This applies to all students enrolling in classroom instruction in the District on or after January 1, 2021, as well as current students advancing to the 7th grade checkpoint. Medical exemptions issued in CAIR-ME expire at the earliest of:

- When the child enrolls in the next grade span (TK/K-6th grade or 7th-12th grade)
- The expiration date specified in a temporary medical exemption
- Permanent revocation of the exemption.

Prior to or at the time of exemption expiration, you may schedule an appointment with your student's healthcare provider to renew the exemption. If an exemption expires and a new exemption is not submitted via CAIR-ME, students must initiate a vaccine catch-up schedule as required by California Immunization Law. More information online at <http://tinyurl.com/mdusd-vaccines>.

Communicable Disease

The Mt. Diablo Unified School District cooperates with health authorities as necessary for the prevention and control of communicable diseases in school age children (Education Code §49403). A student may be sent home if they are believed to be suffering from a recognizable contagious or infectious disease (Education Code §49451). Following illness students must be fever free for 24 hours without the use of fever-reducing medications, and free of vomiting or diarrhea for 24 hours, before returning to school. Additional and specific guidance may be found in the Contra Costa Communicable Disease Guide at <https://cchealth.org/cd/cd-guide/>. If there is good cause to believe that a student with incomplete immunizations has been exposed to a vaccine-preventable disease, the student may be temporarily excluded from school until the local health officer is satisfied that the student is no longer at risk of developing the disease (Health and Safety Code §102365 and 17 CCR §6060).

Administration of Medication

The administration of medication, including prescription and non-prescription (over-the-counter) medication, to students during school hours may be done in exceptional circumstances when the child's health may be jeopardized without it. A district Authorization to Administration Medication During School Hours form must be submitted annually to the school and signed by their healthcare provider and

a parent/guardian. It must also be approved by the school principal. All medication(s) must be provided in the original container with a label that lists the student's name, the name of the medication, the dosage, the method of administration (route), and the frequency/time it is to be administered. Students may not carry any medication without consent from their healthcare provider, parent, and the principal. All medications carried by students without consent will be confiscated and held for parents/guardians to pick up. Parents/Guardians will be notified in a timely manner if such a circumstance occurs. All medications are to be picked up within one week after the last day of school or the medication will be disposed of. Under no circumstances may school personnel provide any over-the-counter medicine to students without a completed Authorization to Administer Medication form.

Medical and Dental Insurance

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. Parents/guardians are also advised that the State of California, through the Medi-Cal Program, offers no-cost or low cost medical, dental, and vision care coverage. For more information about applying for this coverage, parents/guardians may call 1-877-505-4630 (Education Code § 49472).

Report of Health Examination for School Entry

California State Law (Health & Safety Code 124085) requires that all transitional kindergarten, kindergarten, and those 1st grade students who are new to public school submit proof of a health examination. The Health examination may be completed up to 6 months before starting TK/ Kindergarten. School Entry medical examinations are available at the following locations: Your usual source of medical care or, if you need help, the Child Health & Disability Prevention Program (CHDP) (925) 313-6150. Contra Costa County Community Clinics: Contra Costa County Health Centers 1-800-495-8885, La Clínica Monument & Pittsburg (925) 363-2000

Oral Health Examination

As of January 1, 2007, the oral health (dental) law passed that requires children entering public school for the first time, in TK/kindergarten or first grade, have a dental evaluation by May 31 of the first school year. Dental evaluations may be completed within the 12 months prior to school entry. Information and forms for the school entry physical examination and oral health evaluation (dental) are available from your school office (Education Code § 49452.8).

California Mandated Health Screenings

Vision and Hearing Screenings

Are provided by the credentialed school nurse or in some cases, the District Audiologist, for students in TK, kindergarten, 2nd, 5th, and 8th grades. These screenings may also be provided to all newly enrolled students to California schools. Students may also be screened when referred to the credentialed school nurse or Audiologist by school staff, parents/guardians, or the students themselves. 10th grade hearing screening has been waived. If you would like your student's hearing and/or vision checked in 10th grade, please notify the credentialed school nurse.

Scoliosis Screening

The mandate has been suspended by the state and it is uncertain whether it will be reinstated. It is recommended that students be screened by their healthcare provider ideally in late elementary school, and no later than 7th grade. Scoliosis is a sideways curvature of the spine that occurs most often during the growth spurt just before puberty. Many times the cause is unknown, but evaluation is needed to decide if treatment is needed.

Specialized Healthcare Services

If a student requires specialized healthcare services during the school day in order to attend school, such services shall be provided when they are required to meet the student's educational needs. Trained and qualified individuals will perform routine services under the supervision of a credentialed school nurse or licensed healthcare provider in accordance with law. Written healthcare provider orders, protocols to be followed, and appropriate permission and release of information forms need to be completed by parents/guardians in order for specialized healthcare services to be provided. When such services are needed, parents/guardians should meet with a school administrator and the credentialed school nurse to develop a plan (Board Policy 5141.24).

Menstrual Equity for All Act of 2021 (AB 367)

California recognizes that access to menstrual products is a basic human right and is vital for ensuring the health, dignity, and full participation of all Californians in public life. California has an interest in promoting gender equity, not only for women and girls, but also for transgender men, nonbinary, and gender nonconforming people who may also menstruate and experience inequities resulting from lack of access to menstrual products. Equal opportunity to education is a fundamental right recognized by the California Constitution. Section 5 of Article IX.33 California has an interest in creating safe, welcoming, and inclusive schools for all students. Subdivision (b) of Section 201 of the Education Code, in particular, requires all preschool, elementary, and secondary schools to affirmatively combat racism, sexism, and other forms of bias. The provision of menstrual products in schools helps ensure California provides equal access to education and enables students to reach their full potential, irrespective of gender. It is the intent of the Legislature that this act provide for the health, dignity, and safety of menstruating students at every socioeconomic level, normalize menstruation among all genders, and foster gender competency in California schools, colleges, and universities. On or before the start of the 2022–23 school year, schools maintaining any combination of classes from grades 6 to 12, shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and allgender restrooms, and in at least one men's restroom.

Please contact your school office immediately if the dispenser is not working or if we need to restock the supplies.

Call: 925-682-8000 ext: 3826

Email: maintenance@mdusd.org



Type 2 Diabetes Information

Type 2 diabetes information is to be provided to parents and guardians of incoming seventh grade students beginning July 1, 2010 (Education Code § 49452.7). 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 among 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 sugar (glucose) for energy.
- The body turns 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 student displaying or possibly experiencing any of the risk factors and warning signs associated with Type 2 Diabetes be screened (tested) for the disease.

Risk Factors

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

Being Overweight:

- The single greatest risk factor for type 2 diabetes in children is excessive weight. In the U.S., almost 1 out of every 5 children is overweight. The chances are more than double that an overweight child will develop diabetes.

Family History of Diabetes:

- Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

Inactivity:

- Being inactive further reduces the body's ability to respond to insulin.

Specific Racial/Ethnic Groups:

- Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.

Puberty:

- Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms Associated with Type 2 Diabetes

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

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred Vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excessive facial and body hair growth in females
- High blood pressure or abnormal blood fat levels

Type 2 Diabetes Prevention Methods and Treatments

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

Eat Healthy Foods:

- Make wise food choices, Eat foods low in fat and calories

Get More Physical Activity:

- Increase physical activity to at least 60 minutes every day

Take Medication:

- If diet and exercise are not enough to control the disease, medication may be necessary treatment

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

Types of Diabetes Screening Tests that are Available

- Glycated hemoglobin (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 200 mg/dL (milligrams per deciliter) or higher suggests diabetes. The test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test: A blood sample is taken after an overnight fast. A fasting blood sugar level of 100 mg/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 200 mg/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 healthcare provider if you have questions.

Resources:

American Diabetes Association:

www.diabetes.org

Mayo Clinic:

www.mayoclinic.org

[Helping Children With Diabetes Succeed: A Guide For](#)

School Personnel:

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

Kids Health:

<http://kidshealth.org/parents>

<http://kidshealth.org/kids>

<http://kidshealth.org/teens>

Tobacco Use Prevention Education (TUPE)

Tobacco remains the number one cause of preventable death in the United States, with over 480,000 people dying from tobacco-related causes each year. While the tobacco purchase age in California is now 21, most adult tobacco users began under the age of 21 – nearly 90% by the time they were 18.

Tobacco products refer to any product containing, made, or derived from tobacco or nicotine that is intended for human consumption. This does not include products that have been approved by the U.S. Food & Drug Administration (FDA) for tobacco cessation. In California, the definition of tobacco products include cigarettes, cigarillos (little cigars), smokeless/chew tobacco and e-cigarettes.

Tobacco products harm the user and others, primarily because of secondhand and third-hand smoke, and have a negative impact on our environment. The majority of tobacco users want to quit, however, the nicotine in tobacco products is highly addictive and makes cutting back or quitting difficult. Difficult, although not impossible!

The Contra Costa County Office of Education (CCCOE) provides the MDUSD community with information and resources to reduce youth tobacco use by helping students in grades 6-12 make healthful tobacco-related decisions through tobacco-specific educational instruction and activities that build knowledge as well as social skills and youth development assets. The CCCOE TUPE Team works alongside middle and high school students, who are trained to be active tobacco prevention leaders within their schools and communities and the next generation of tobacco free advocates.

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

The TUPE programs include classroom based prevention programs, intervention support & cessation resources and youth development.

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
JAMES W. DENT EDUCATION CENTER**

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

Lisa Gonzales, Ed.D.
Chief Business Officer

August 1st, 2022

Dear Parents:

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

The insurance program offered is optional. It complies with the State Education Code that permits distribution of necessary information from the company providing the coverage. Student accident insurance may be purchased for school-time coverage, 24-hour coverage and/or 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 by following the steps listed below:

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

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

Yours very truly,


Dr. Lisa Gonzales
Chief Business Officer



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:

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

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

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

Parent/Guardian Education Program 2022 - 2023

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

- Loving Solutions English & Spanish (Parent Project Junior) is offered for parents who have elementary school children (5-10 years) with discipline challenges.
- Parent Project English & Spanish, for parents who have strong willed, out-of-control teens is offered through Parent Education each school year.
- Certificate Parenting English & Spanish is an adult only 10-week series for parents of birth to age 18 year old children and is offered in English and in Spanish.
- Anger Management English & Spanish is a 10-week series for adults only.



Resource Parent/Guardian

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

Drug and Alcohol/Teen Anger Management Workshops

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

<https://mdae.mdusd.org/schoolreadiness>.

Speakers' Bureau

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

MDUSD Foster Youth Services

MDUSD Foster Youth Services provides assistance for foster youth and ensures compliance with AB 490. For more information, call (925) 682-8000 ext. 3054.





Student Conduct & Discipline

Expectations for a Safe and Welcoming Environment

Board of Education Statement

The following information is intended to familiarize the readers with the rules regarding student conduct and discipline, truancy, detention, suspension, and expulsion as defined by state law and as applied in the Mt. Diablo Unified School District. For further information refer to the Board of Education policy statement in “Policies, Rules and Bylaws.” These books are located in all schools, online, and at the Dent Education Center. In the process of developing rules regarding student conduct and discipline, the personnel of the Mt. Diablo Unified School District shall be guided by the following general policy statements:

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

Students with IEP and Section 504 Plans

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

Notification to Teachers

Education Code § 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 Education Code § 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. This notice includes important information and notifications to parents/guardians that are required by law (Education Code § 48980). A more comprehensive description of a school’s 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.

Alternatives to Suspensions

All District administrators are committed to utilize interventions and disciplinary supports/ consequences that are consistent, reasonable, fair, age appropriate, and reflective of the severity of the student's misconduct. Even though there are situations that might signal suspension from school it is the District's goal to support students in learning the skills necessary to function in the school environment and to avoid negative behavior. Prior to suspension, or any disciplinary measure, students should first be given consequences that are paired with meaningful interventions, instruction and guidance (i.e., corrective feedback and re-teaching). Students should be offered an opportunity to connect their misconduct with new learning, participate in contributing back to the school community. These strategies are more likely to get the student re-engages in learning. Any use of consequences should be carefully implemented with well-defined outcomes in order to provide the greatest benefit. These guiding principles will be set forth in each

school's Positive Behavior Intervention and Support (PBIS) system which will also enable staff to have access to critical information needed to calculate and address student misconduct more fairly. For more information on Mt. Diablo's PBIS and MTSS plans please visit our [Equity and Disproportionality](#) website.

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 Student, Teacher, Administrator and

Parent/guardian

- Student Success Team (SST) Referral Short-term In-School Counseling
- Support strategies in school day
- Behavior Support Plan
- Peer Mediation
- Referral to Mentoring Program
- 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, Education Code(s) § 48915(a) or 48915(c); (2) the student has committed an offense listed in Education Code(s) § 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.



Grounds for Disciplinary Action & Causes for Suspension and/or Expulsion Education Code §48900

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

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.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the 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.
5. 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.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property. "School Property" includes, but is not limited to, electronic files and databases.
8. Stole or attempted to steal school property or private property. "School Property" includes, but is not limited to, electronic files and bases.
9. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, "vape pens" and/or "e-cigarettes" and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
12. (k)(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
14. Knowingly received stolen school property or private property.
15. 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.
16. 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.

17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
19. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institutions, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
20. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in §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:
 - i. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - ii. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - iv. 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 school.
21. “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - a. A message, text, sound, video, or image
 - b. A post on a social network Internet Web site, including, but not limited to:
 - c. Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - d. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
22. An act of cyber sexual bullying.
 - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious

literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

23. Notwithstanding paragraph and subparagraph an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
24. “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.
25. A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
 - 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.
26. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
 - a. As used in this section, “school property” includes, but is not limited to, electronic files and databases.

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 § 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

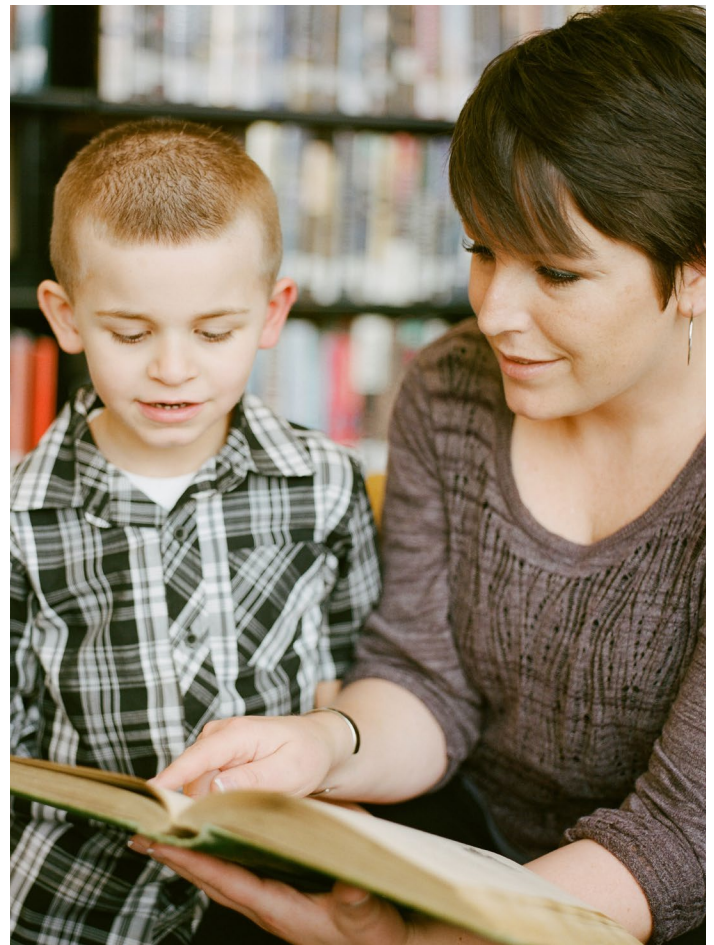
Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. Caused serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of not reasonable use to the pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with §11053) of Division 10 of the Health and Safety Code, except for either of the following:
 4. The first offense for the offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 5. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
6. Robbery or extortion.
7. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
8. The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 9. Possessing, selling, or otherwise furnishing a firearm.
 10. Brandishing a knife at another person.
 11. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with §Section 11053) of Division 10 of Health and Safety Code
 12. Committing or attempting to commit a sexual assault, as defined by Education Code §48900(n).
 13. 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 Parents/Guardians for Willful Student Misconduct §48904(b)(3)

Education Code § 48904(a)(1) provides that the parent/guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school district employee, or school volunteer. The parent/guardian is also liable for damages to real or personal property belonging to the school district, or personal property belonging to a school employee, resulting from the willful misconduct of the minor. The liability of the parent/guardian is limited to \$10,000, adjusted annually for inflation.



Authority to Invoke Disciplinary Action

Teacher:

1. A teacher may suspend any pupil from his/her class for any of the acts listed in Education Code §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 non self-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/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 § 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
4. 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 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 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

Education Code(s) § 48910 & 48911

Suspension by a Teacher

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 (Education Code § 48910).

The teacher shall ask the Parent/Guardian of the pupil to attend a Parent/Guardian / teacher conference regarding the suspension.

A teacher may request, when reasonable, a Parent/Guardian 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 visit the classroom, the principal shall send a written notice to the Parent/Guardian stating that attendance by the Parent/Guardian is pursuant to law. This requirement shall apply only to a Parent/Guardian who is actually living with the student (Education Code §48900.1). The teacher shall ensure the principal or designee meets with the Parent/Guardian after completing the classroom visitation and before leaving the school site. The principal or designee shall contact Parent/Guardian who do not respond to the teacher's request to attend school. The principal or designee shall follow procedures pursuant to this section (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 (Education Code § 48903).

Suspension by the Principal/Required Due Process

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 (Education Code §48911).

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:

- Only the Superintendent or the principal may recommend expulsion for any of the acts listed in Education Code(s) §48900 & 48915.
- 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.
- 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.
- An expulsion order shall remain in effect until the governing board orders the readmission of a pupil.
- The length of expulsion may vary and is dependent upon the violation(s) committed by the pupil.
- 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.
- b. For pupils expelled pursuant to Education Code §48915(c), 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.
- 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.
- 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.
- The student may appeal to the County Board of Education in cases of expulsion.

Readmission Procedures

- 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.
- 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.
- 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.
- 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

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.

Hate/Violence/Harassment Definition:

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.

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.

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. 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
- Transmission of harassing communications, direct threats; or harmful texts, sounds, or images on the Internet, social media, or other technology

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

Specific Bullying Examples:

- For the purpose of further clarification, bullying includes, but is not limited to:
- Making unsolicited written, verbal, physical and/or visual contact.
- 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, 682-8000, ext. 4069. For assistance with the complaint process call Parent Liaison at 682-8000, ext. 4297.

Sexual Harassment Policy - District Policy Prohibits Sexual Harassment of or by any Student

Definition of Sexual Harassment:

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 §48900.2):

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to or rejection of the conduct by the individual is used as the basis for academic or employment decisions affecting the individual.
- 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.
- 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
- 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.

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

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.



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

Possession of Cellular Phones and Other Personal Electronic Signaling Devices

The Governing Board believes that the personal use of electronic signaling devices during the school day creates a distraction which interferes with the educational process. Students in kindergarten through grade twelve may possess but not use cellular phones and other electronic signaling devices during the instructional day. The electronic signaling device must remain turned off during the instructional school day.

Students are prohibited from using an electronic signaling device(s) including, but not limited to: cellular or digital phones, including those with the capability to capture/transmit digital images and/or photographs; pagers; beepers; and personal digital assistants, e.g., palm pilots, sidekicks, and 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: before school, after school, 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)/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/cyber threats, 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.

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.

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 ensure 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.

Annual Notifications



Non-Discrimination Policy

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:

Equity Compliance Officer

Jennifer Sachs, Chief of Educational Services

682-8000 ext. 4026

Mt. Diablo Unified School District,

1936 Carlotta Drive, Concord, CA 94519

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

Public Notice

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

American 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 and 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.

Uniform Complaint Procedure (UCP)

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

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- Any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. For complaints relating to Local Control Plans (LCAP), the date of the alleged violations is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency. A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee. A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the Mt. Diablo Unified School District

The District shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district. The District advises complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE). The District advises complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. Copies of UCP procedures shall be available free of charge.

For UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California Health and Safety Code (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in our agency. The notice is in addition to this UCP annual notice and addresses parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) that apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Contact Information:

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints listed below:

Equity Compliance Officer
Jennifer Sachs, Chief of Educational Services
682-8000 ext. 4016
sachs@mdusd.org
Mt. Diablo Unified School District,
1936 Carlotta Drive, Concord, CA 94519

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Mt. Diablo Unified School District.

School Accountability Report Cards (SARCs)

The purpose of the report card is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. SARCS are updated each year by February 1st. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Parents and the community may obtain a hard copy of the SARC in the school office of each of our school sites. The SARCs are also available on our website: mdusd.org.

Appeals to the California Department of Education

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

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

Civil Law Remedies

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

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

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

To file any appeal please contact:

Superintendent's Office
 682-8000 ext. 4000
 Fax: (925) 689-1649
superintendentoffice@mdusd.org
 1936 Carlotta Drive, Concord, CA 94519

TITLE I - Parents Right to Know

If you are the parent of a child attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA) this notification is for you. At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum: Whether the student's teacher: has met State qualification and licensing criteria for the grade levels and subject

areas in which the teacher provides instruction; is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and, is teaching in the field of discipline of the certification of the teacher. Also, whether the child is provided services by paraprofessionals and, if so, their qualifications. If you would like this information, please contact the office where your child attends school.

TITLE IX - Complaint Procedure

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

If questions or concerns arise regarding the district's compliance to Title IX, parents/guardians are encouraged to discuss them with the school principal. Parents/guardians are also advised that complaint forms are available at each school site or by contacting the Human Resources Department at 682-8000.

Williams Case Notice

Pursuant to Education Code §35186, parents/guardians and students are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each student, including an English learner, 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.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.



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

**OFFICE OF
 MAINTENANCE/OPERATIONS**

July 1, 2020

Dear Parent or Guardian:

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

PRODUCT NAME	ACTIVE INGREDIENT
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Herbicide

Dimension 270G	Dithiapyr
Pendulum	Pendimethalin
Reward Aquatic and Non-Crop Herbicide	Diquat Dibromide

Insecticide

Gentrol IGR Concentrate	Hydroprene
Onslaught	Esfenvalerate
Precore 2000	Methoprene
Premise 75WP	Imadacioprid 75%, Inert Ingredients 25%
Suspend SC	Deltamethrin 4.75%, Inert Ingredients 95.25%
Masterline	Bifenthrin 7.9%, Inert Ingredients 92.1%
Essentria	Rosemary Oil 10%, Geraniol 5%, Peppermint Oil 2%, Inert Ingredients 83%
Whitmire Wasp Freeze	D-Trans Allerthrin, Phenothrin
Advion	Indoxacard .05%, Inert Ingredients 99.95%
565 Drain Gel	Phrethrins .5%, Piperonyl Butoxide 1%, n-Octyl Bicyclohetene Dicarboximide 1%, Other Ingredients 97.5%

Rodent Control

Gopher X	Non Toxic Vegetable and Mineral Oil Blend
Fastra	Bromethain .01%, Inert Ingredients 99.99%
Treated Grain	Diaphacinone .005%, Inert Ingredients 99.995%

You can find more information regarding the above listed herbicides, pesticides, and use reduction at the Department of Pesticide Regulations' website at www.cdpr.ca.gov.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER FAX (925)682-4002

Below is a form you can use to advise the school district that you want to be notified in advance of individual pesticide applications. Return the form to the address at the bottom of the form. If you have any questions, please contact the Maintenance Department at the MDUSD Central Services Office, #925-825-7440 ext. 3865, or email to hartd@mdusd.org.

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

*I will be contacted by email.

Parent/Guardian Name: Address:

*Email:

Student's School(s):

Date

Please Return to: MDUSD Maintenance Department
1480 Gasoline Alley

Concord, CA 94520 or email to hartd@mdusd.org

Notice to Parents/Guardians



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 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 Board 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 once they reach the age of 18. To review these records, parents/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. For further information, contact Student Services at **(925) 682-8000 ext. 4049**.

Parents/Guardians or their representatives shall have access to student records within five days following the date of request. Parents/Guardians also have a right to a response to a reasonable request for an explanation and/or interpretation of information contained in files maintained by the district. Copies of student records may be requested by parents/guardians up to their 18th birthday. The district may require a fee for providing copies of student records.

Definition of a 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, electronic 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 (Education Code §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 Student Services Office will provide written guidelines governed by Education Code § 49063 and District Board Policy 5125 for a request to have information removed from his/her child’s record. If parents/guardians are divorced or legally separated, only the parent/guardian having legal custody of the student may challenge the content of a record, offer written response to a record, or 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. (A “Parent” is defined as a natural parent, an adoptive parent, or a legal guardian.) (Education Code § 49061(a)).

Students Reaching the 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/guardian of the pupil shall thereafter be required of and accorded to the pupil (Education Code § 49061(a)).

District Policy for the Release of Student Personally Identifiable Information (PII)

Directory information is information that is generally not considered harmful or an invasion of privacy is released. Directory information includes student's:

- Name
- Address
- Telephone number
- Electronic mail address
- Photograph
- Date and place of birth
- Grade level
- Dates of attendance
- Participation in officially recognized activities and sports
- Student ID number, user ID, or other unique identifier used to communicate in electronic systems

Directory information may be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks, and companies providing online tools or software used by students and/or staff for educational or administrative purposes.

The administrator of a school, district program, or the Director of Student Services may authorize the release of directory information 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.
- Contracted service providers acting as school officials

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 (FERPA). Except as allowed by FERPA, 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/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. Such notification shall be submitted in writing to the administrator of the school or program in which the student is enrolled (Education Code §49073).

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. Such notification shall be submitted in writing to the administrator of the school or program in which the student is enrolled (Education Code §49073).

Contracted Service Providers Acting as School Officials

A list of contracted service providers acting as school officials under FERPA is updated at least annually, and is available at www.mdusd.org/tisfamilysupport.

Emergency Information

For the protection of a student's health and welfare, the Mt. Diablo Board of Education requires the parent/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 (Education Code §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, Parent, Staff Rights & 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. BE SAFE

- I am personally responsible for being safe at school and all school activities.
- I will follow appropriate standards of dressing and/or groom-ing during school. I will report any known safety hazards or concerns.
- I will help maintain a clean and safe campus that is free of graffiti, weapons, and drugs. I will report any bullying or harassment.
- I will avoid conflicts and physical or verbal violence.
- I will not trespass on other school campuses while school is in session.

2. BE RESPECTFUL

- I will treat others the way I want to be treated. I will respect school authority.
- I will treat people fairly and respect their rights. I will respect private and public property.
- I will be honest with myself and with others.
- I will avoid spreading rumors or gossip verbally or electronically.
- I will respect each person's right to be different and I will look for the good in others.

3. BE RESPONSIBLE

- I will take responsibility for my actions. I will choose how I respond to others.
- I will give my best in everything I do.
- I will come to school regularly and on time, ready to learn. I will help to create a positive school environment.
- I will use electronic devices and school computers safely, respectfully, and responsibly.
- I will return what I borrow to the same person, in the same condition.

Rights of Parents/Guardians:

1. To be informed of District policy and school rules and regulations related to their child/children.
2. To visit school periodically and upon request to participate in conferences with teachers or counselors regarding the 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/ school rules/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.

NOTE: Nothing in the policy statement below 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.

Notification to Teachers

Education Code § 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 Education Code §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 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. To set a positive role model for students to follow.
3. To initiate, post, and enforce a set of classroom regulations consistent with school and district policy.
4. To maintain consistent and adequate control over their students.
5. To take prompt, appropriate action towards those students who misbehave.
6. 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.
7. 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 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.
11. To request assistance from district support services and community agencies and resources in cases indicating such action.
12. 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.

Child Abuse – Mandated Reporters

Pursuant to Penal Code Section 11166

- 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: “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 (P.C. 11165.2).
- 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 Their duty is to report, not to investigate (P.C. 11166(a)).

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 and Family Services (877) 881-1116



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. Time allowed is 30 minutes, but may be further limited by individual site policies. Parents are not permitted to bring outside providers to campus for the purpose of observation of students with the exception of those required for compliance with federal and state laws. Such observations will be limited to 30 minutes and must be arranged in advance with the site administrator. 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. Volunteers are permitted on campus at the discretion of the site administrator and classroom teacher. The District requires all volunteers to be fingerprinted and show proof of a clear TB test.

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.

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.

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

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.



Additional Information



Transportation

Mt. Diablo Unified School District Transportation Department provides bus service as authorized by the School Board. For the 2022 - 2023 school year, service is provided for:

- Special Education students who are eligible for transportation as indicated on the IEP: Go to the District Web Page: https://www.mdusd.org/departments/special_ed
- Students that live in the Bay Point area (proof of residence is required): Go to the District Web Page: https://www.mdusd.org/departments/maintenance_Operations/m-o_transportation
- Students that live in the Glenbrook Middle School attendance area (proof of residence is required): Go to the District Web Page: https://www.mdusd.org/departments/maintenance_Operations/m-o_transportation
- To view and download the Transportation Parent Handbook click here: [Transportation Parent Handbook - English](#), [Transportation Parent Handbook - Spanish](#)

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

Authority of the Driver (5 CCR 14103):

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

AR 5131.1 Students - Bus Conduct:

1. Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including school activity trips.
2. Riders shall follow the instructions and directions of the bus driver at all times. (cf. 3542 - School Bus Drivers)
3. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.
4. Riders shall enter the bus in an orderly manner and go directly to their seats.
5. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.
6. Riders should be courteous to the driver and to fellow passengers. Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.
7. No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the bus.
8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.
9. No animals shall be allowed on the bus without express permission from the principal or designee.
10. Riders should be alert for traffic when leaving the bus. Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice and warning. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year. If an individual with exceptional needs is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian provided that transportation is specified in the student's Individualized Education Program.
11. Bus drivers shall not deny transportation except as directed by the principal.

To contact the Transportation Department please call: 925-825-7440 x 3710. Regulation MT. DIABLO UNIFIED SCHOOL DISTRICT, approved: August 10, 2004
Concord, California

MDUSD Food and Nutrition Services Information

2330 Bisso Lane Concord, CA 94520 | (925) 682-8000 ext 3775

In the 2022-2023 school year, Food & Nutrition Services will be accepting Meal Applications once again. Also, the California “Universal Meal” program will be implemented and all school districts will be required to offer a mandatory breakfast and lunch during the school day to all students at “no cost”. The California Department of Education is requiring all school districts to submit schools that qualify under the Community Eligibility Provision rules in the 2022-2023 school year. This will require student households in schools that qualify for the Community Eligibility Provision program to fill out an Alternate Income Form in place of a Meal Application. The Food & Nutrition Services Department will work with schools that qualify and identify each school site that will need to communicate to their community to require the Alternate Income Form to be filled out in the Aeries Student Information System. To ensure the correct form is completed, watch for more information from your school. Complete an Alternate Income Form if your school is a Community Eligibility Provision (CEP) site.

To complete a Free and Reduced Price Meal Program application, visit:

<https://family.titank12.com/BD7KCS>

[Or print one and submit to Food & Nutrition Services: English application: Spanish Application](#)









Visit the Food & Nutrition Services Webpage at: <https://www.mdusd.org/foodservices>



Providing STEAM enrichment for all Mt. Diablo Unified School District students

As a non-profit volunteer organization of parents, educators and community members, the *Mt. Diablo Education Foundation* provides funds and resources for science, technology, engineering, art and math (STEAM) programs throughout the school district.

Here are some of the programs your generous donations support:

-  Mystery Science program for elementary students
-  Tidepool field trips for elementary students
-  Interactive science enrichment for middle and high school students
-  Art in Action for elementary students
-  Project Lead the Way for high school engineering
-  Visual and performing artists-in-residence
-  Student farmstand program
-  High school debate

Get involved!

Join us to donate or volunteer at mdedf.org

 @mdedf.org  @MtDiabloEF  @MtDiabloEF



Required Documents



**THE USE OF GOOGLE IN
MT. DIABLO UNIFIED SCHOOL DISTRICT**

To Parents/Guardians,

Mt. Diablo Unified School District (MDUSD) will provide your child with access to Google Workspace for Education when enrolled as a student. Google Workspace For Education allows teachers and students to collaborate on school projects. These services include Google Classroom, Gmail, Calendar, Docs, and more, and are used by tens of millions of students and teachers around the world. At MDUSD students use Google Workspace for Education as a regular part of the school day to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. Additionally, the California State Standards require the use of technology as a regular part of a student's day. Please see the following links if you are interested in further information about Google's Terms of Service and Privacy.

https://workspace.google.com/terms/education_terms.html

https://workspace.google.com/terms/education_privacy.html

https://workspace.google.com/intl/en/terms/additional_services.html

By signing below, I acknowledge that my child will be provided with a Google Workspace for Education account as part of their education at Mt. Diablo Unified School District, and consent to the use of Google Additional Services.

Mt. Diablo Unified School District

Full Name of Student (Printed)

Printed Name of Parent/Guardian

Signature of Parent/Guardian

Date



Mt. Diablo Unified School District's 1:1 Technology Program

Welcome to MDUSD's 1:1 Technology Program! We are excited that every student in this program will have access to a device for their own educational use at school and at home throughout their time in our district. Technology skills are important building blocks of literacy in the 21st Century, and these skills are best acquired through the use of technology through regular instruction. To become proficient in the use of technology for learning, and the use of technology to enhance literacy, students need daily opportunities to use digital devices and tools. Through this program, every student in grades 2-12 is issued a device to use for learning in school and at home. Students in grades TK-1 will also have access to devices in their classroom and will be exposed to initial opportunities to learn and use technology to enhance their educational experience. Through the 1:1 device program, we expect students to become knowledgeable in core academic areas covered by the California Common Core State Standards. Students will utilize 21st Century Skills, as outlined in our MDUSD Graduate Profile, by becoming collaborators, constructors of knowledge, problem-solvers, innovators, learners through the ethical use of technology, self-regulators, and skilled communicators.

1. Overview

MDUSD views the use of electronic resources as central to the delivery of its educational program and expects that all students will use electronic resources as an essential part of their learning experience. It is the policy of the District to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities. With this privilege come responsibilities for the parent/guardian and for the student. By acknowledging this agreement you understand and accept the information in this document.

1. Devices are on loan to students and remain the property of the District. District devices should be used solely for
2. Students' educational purposes and shall not be used for personal use unrelated to school assignments and lessons.
3. All users of District devices must comply at all times with this agreement, the Responsible Use Policy and Google
4. Agreement found elsewhere in the Parent Information Packet (PIP), District policies, regulations, and procedures, and local, state, and federal laws and regulations.
5. All rules and guidelines are in effect before, during, and after school hours, for all District devices whether on or off the school campus.
6. The term "device" refers to computer devices, batteries, power cord/chargers, peripherals (stylus, mouse, etc.) and cases. Devices are issued as educational resources. All files stored on District devices, the network, or cloud services are property of the District and may be subject to review and monitoring.
7. Students are expected to keep the devices in good condition. Failure to do so may result in fees for repair or replacement. Students are expected to report any damage to their device by the next school day.
8. Parents/guardians are strongly encouraged to purchase device insurance through the District approved vendor (see below). Parents/guardians acknowledge that the District may assess

fees for damage, loss, or theft of devices and components.

9. Students are expected to notify a staff member immediately if they come across information, images, or messages that are inappropriate, dangerous, threatening, or make them feel uncomfortable.
10. Students must only log in under their assigned username. Students should keep their username and passwords private.
11. Students may not loan device components to other students.
12. The District may remove a user's access to the network without notice at any time if the user is engaged in any unauthorized activity.
13. Devices and equipment are subject to inspection at any time without notice and remain the property of the District.
14. Devices may be confiscated at any time, including if there is reasonable suspicion that the student is violating a civil or criminal law or District policy, regulation, or procedure.
15. All assigned equipment must be returned to the school site at the time of withdrawal from the school. Use of the assigned device and its associated equipment terminates when a student is no longer enrolled in MDUSD.

2. Parent /Guardian Responsibilities

The District makes every effort to equip parents/guardians with the necessary tools and information to ensure safe use of the devices in the home. The District has adopted a K-12 digital citizenship curriculum to support students in using technology tools appropriately.

Liability

The parent/guardian and student are personally responsible for the cost of repair or replacement if the equipment is:

- Not returned
- Intentionally damaged

- Lost because of negligence
- Stolen

Monitoring Student Use

The parent/guardian agrees to appropriately monitor student use of the device outside of the school day. The best way to keep students safe and on-task is to have a parent/guardian present and involved.

The parent/guardian may choose to:

- investigate and apply parental controls available through your internet service provider and/or your wireless router,
- develop a set of rules/expectations for device use at home,
- only allow device use in common rooms of the home (e.g., living room or kitchen) and not in bedrooms, and/or
- demonstrate a genuine interest in what your student is doing on the device by asking questions and request that they show you their work often.

Support and Student Safety

For schools and parents/guardians alike, student safety is always a top priority. The precautions described below are intended to help students be safe on the path to and from school. Student safety always comes first. Please review the following safety tips with your student:

- Walk to and from school in groups of two or more.
- Let someone know when you leave and when you arrive home.
- Follow the safest route to school. Use main streets; avoid dimly lit areas, alleys, and shortcuts.
- If someone follows you on foot, get away from them as quickly as possible.
- If someone follows you in a car, turn around and go in the other direction.
- Always tell a parent, guardian, school official, or trusted adult what happened.
- If someone demands your device, give it to the person.

3. Device Use, Care, and Classroom Routines

Red Zones and Red Times

“Red Zones” are areas where the devices are not to be used at any time. “Red Zones” include:

- Bathrooms
- Locker rooms
- Nurse’s office

“Red Times” are certain times during the school day when the devices are not to be used. Administration and/or teachers will notify students of “Red Zones” or “Red Times” and may change them accordingly.”Red times” include:

- Brunch and breaks
- Lunch time

Hallways

- Keep your device in the case at all times.
- Always use two hands to carry the device.
- Never leave the device unattended for any reason.

Classroom Habits

- Center the device on the desk.
- Close the lid of the device before carrying it.
- Logout when walking away from the device.

Care of Device at Home

- The device must stay in the case at all times.
- Charge the device fully each night.
- Keep the area around the charging brick clear to prevent overheating.
- Leave the power cord/charger at home in a safe location.
- Use the device in a common room of the home.
- Store the device on a desk or table – never on the floor!
- Only use a clean, soft cloth to clean the screen and do not use cleansers or liquids of any type. A soft cloth

very lightly moistened with water may be used.

- Protect the device from:
- Extreme heat or cold
- Food and drinks
- Small children and pets

Traveling to and from School

- Shut down the device before traveling.
- Do not leave the device in a vehicle, especially on the seats.
- Use your backpack to carry the device whenever possible.
- If ever in a situation when someone is threatening you for your device, give it to them and tell a staff member as soon as you
- arrive at school or a parent/guardian when you arrive home. If at home, file a police report.
- Stolen devices are tracked through a District software program and may be retrieved in cooperation with police.

Prohibited Actions

Students are prohibited from:

- Defacing the device in any way. This includes but is not limited to marking, painting, drawing, or marring any surface of the device.
- Leaning on the top of the device when it is closed.
- Placing anything on top of the device that can put pressure on the screen.

Students may be charged for the cost of repair or replacement related to prohibited actions.

Cases

Putting stickers or markings on the device, battery, or power cord/charger is not allowed. If such action occurs, the student will be charged the cost of repair or replacement.

Troubleshooting and Swaps

- Always try restarting the device as the first step in troubleshooting.
- Students should ask a classmate for help in troubleshooting a problem.
- Students may ask a teacher to troubleshoot if the teacher is available to help for this purpose.
- Students are reminded to not waste too much class time troubleshooting.
- If the student is unable to resolve the problem, the student should swap the device:
- Speak directly to the classroom teacher to borrow a device in that class.

Email for Students

All District students are issued a Google email account. This account allows students to safely and effectively communicate and collaborate with District staff and classmates, giving them an authentic purpose for writing. It is important to note:

- Email should be used for educational purposes only.
- All email and all contents are property of the District and can be accessed by authorized District staff.
- Email should only be used by the authorized owner of the account.
- Students need to protect their passwords, and not share them with anyone.
- Elementary and middle school students are limited to sending and receiving email only within the District domain. High school
- students are able to send email outside of the District domain for educational purposes only.
- Emails should not contain profanity, obscenity, derogatory, offensive, or discriminatory language.
- Email should not be used for:
- Non-education related forwards (e.g. jokes, chain letters, images)
- Harassment
- Cyber-bullying, hate mail, discriminatory remarks

- Individual profit or gain, advertisement, or political activities

Webcams

Each student device is equipped with a webcam. This equipment offers students an extraordinary opportunity to experience a 21st Century tool and to develop 21st Century communication skills. Webcams are to be used for educational purposes only, under the direction of a teacher including, but not limited to:

- Recording videos or taking pictures to include in a project.
- Recording a student giving a speech and playing it back for rehearsal and improvement.

Listening to Music

Listening to music on your device is not allowed during school hours without permission from the teacher.

Watching Videos

Watching videos on your device is not allowed during school hours without permission from the teacher.

Gaming

Online games are not allowed during school hours unless you have been given permission by a teacher. Online games are allowed at home if all of the following conditions are met:

- The content of the game is school appropriate
- You have permission from your parent/guardian
- No download of any kind is needed
- An installation of personal software is not required

Copyright and Plagiarism

Students are expected to follow all copyright laws. Duplication and/or distribution of materials and/or images for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC)

4. Student Behavior

Behavioral interventions are progressive and will follow District and school policy and procedures. It is important to note that low-level, first-time infractions will have lesser consequences than infractions that are repetitive or more serious in nature.

Examples of Unacceptable Use

- Repeated tech-related behavior violations (see table below).
- Using the network for illegal activities, including copyright, license, or contract violations.
- Unauthorized downloading or installation of any software including shareware and freeware.
- Using the network for financial or commercial gain, advertising, or political lobbying.
- Vandalizing and/or tampering with equipment, programs, files, software, network performance or other components of the network; use or possession of hacking software is strictly prohibited.
- Using a VPN.
- Attempting to gain unauthorized access to the District network or services.
- Using another user's account or password or allowing another user to access your account or password.
- Using technology in a manner that serves to disrupt the use of the network by others.
- Coaching, helping, observing, or joining any unauthorized activity on the network.
- Posting anonymous messages or unlawful information on the network.
- Participating in cyber-bullying or using objectionable language in public or private messages, e.g., racist, terroristic, abusive, sexually explicit, threatening, stalking, demeaning or slanderous.
- Obtaining copies of, or modifying files, data, or passwords belonging to other users on the network.
- Knowingly placing a computer virus or malware on a computer or network.

- Attempting to access sites blocked by the MDUSD filtering system.
- Downloading music, games, images, videos, or other media without the permission of a teacher.
- Using the webcam inappropriately.
- Sending or forwarding social or non-school related email.

is using the device. Importantly, no Internet filtering provides a 100% solution

Device Security

Security is in place on all devices to prevent certain activities. These include downloading or installing software or browser extensions on the devices, removing software, changing system settings, etc.

6. Device Insurance and Device Damage/Loss/Theft

Financial Responsibility/Insurance Information

By accepting the District-owned Chromebook, parents/guardians are accepting full responsibility for the repair or replacement cost of the device. Each device will be assigned to one student for the duration of the school year and therefore it is the responsibility of the student to maintain control and possession of the device at all times in compliance with District directives. Parents/Guardians have the option to purchase, and renew annually, affordable device insurance through Securrranty. The cost for insurance is reasonably priced and provides the following coverage:

- Theft/Burglary/Robbery
- Mechanical Breakdown
- Accidental Damage (cracked screens/liquid spills/ etc.)
- Fire
- Power Surge
- Vandalism
- Natural Disasters

Securrranty offers \$0 deductible and unlimited claims. Parents/Guardians interested in purchasing device insurance must do so within 30 days of receipt of the device. Parents/Guardians may sign up after the 30 day window; however, Securrranty will require a letter and photos of the device from the school site, confirming the device is not damaged and is in proper working condition. To be eligible for insurance, ALL damage, loss, or theft of devices must be reported immediately to school site personnel. Claims for insured devices will be filed by the school site and a loaner device (see below) will be issued to the student. (Note: Loaner devices are

Equipment Related Behavior Violations	Equivalent “Traditional” Classroom Violations
Email, instant messaging, internet surfing, computer games (off-task behavior)	Passing notes, looking at magazines, games (off- task behavior)
Missing case	No binder/missing supplies
Cutting and pasting without citing sources (Plagiarism)	Plagiarism
Cyber-bullying	Harassment
Damaging, defacing, or endangering device or accessories	Vandalism, property damage
Using profanity, or obscenity	Inappropriate language
Accessing or sharing inappropriate images or files, or files dangerous to the integrity of the network	Bringing or sharing inappropriate images or other content to school in print form
Using another individual’s account	Breaking into or using someone else’s locker or backpack

5. Device Security

Internet Filtering

The District abides by the Children’s Internet Protection Act (CIPA): <https://www.fcc.gov/consumers/guides/childrens-internet-protection-act> and maintains an Internet filtering software package. This program automatically filters all student access to the internet through the District device, regardless of where the student

not covered by the purchased insurance policy.) To sign up for Securranty insurance, please go to <https://securranty.com/mdusd>. (the attached flier includes more information about Securranty Device Insurance.)

Replacement Costs For Uninsured Devices

Item Missing or Damaged	Cost
Laptop Only	\$250
Power Adapter (brick and cord)	\$25
Laptop Case	\$25
Laptop Full Package (laptop, charger, case)	\$300

Damage to Devices

Occasionally, unexpected problems do occur with the devices that are not the fault of the user (computer crashes, software errors, etc.). School staff will assist students with having these issues fixed. These issues may be remedied at no cost, depending on the nature and cause of the damage.

Accidental Damage vs. Negligent or Intentional Damage

Accidents do happen. School staff will assess if any accidental damage will be covered by the school or if the student is responsible. If, after investigation by school administration, the device is deemed to be intentionally or negligently damaged by the student, the student may be subject to discipline and the cost of repair or replacement.

Lost Equipment

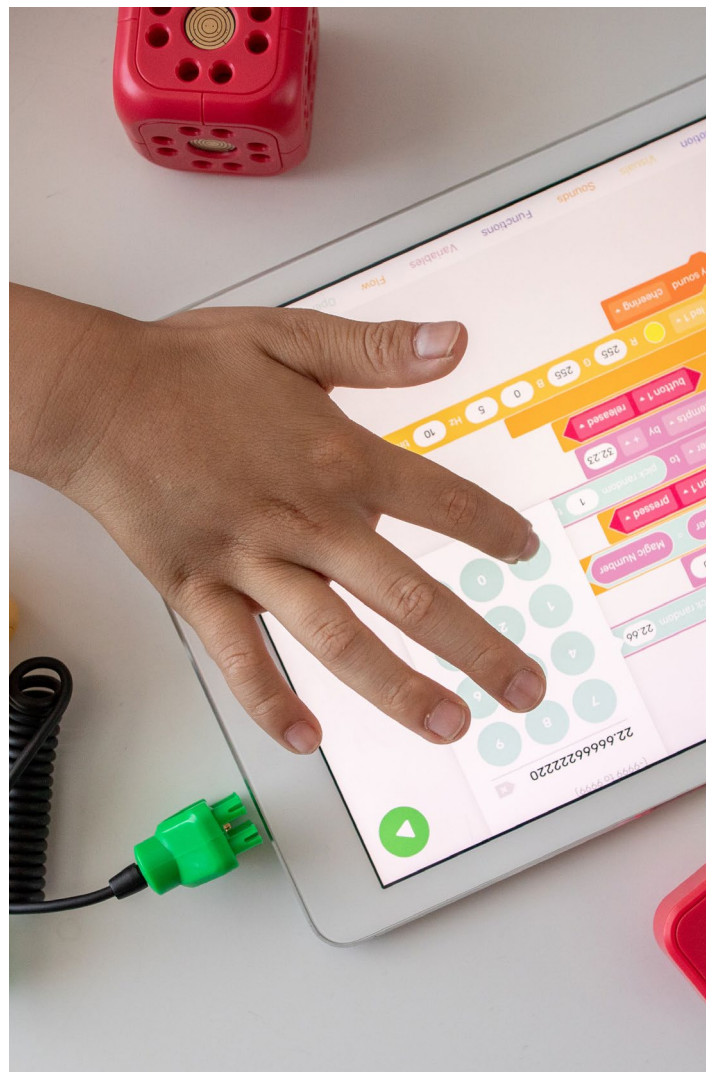
If a device is lost, the student/parent/guardian must report it to the school immediately (within one school day). The circumstances of each situation involving lost equipment will be investigated individually. Students/parents/guardians may be responsible for the replacement cost of lost devices.

Stolen Equipment

If a device is stolen, the student/parent/guardian must report it to the school immediately (within one school day). Upon investigation by school staff, if there is no clear evidence of theft, or the equipment has been lost due to student negligence, the student/parent/guardian will be responsible for the full cost of replacing the item(s). Failure to report the theft may result in student/parent/guardian responsibility for replacement cost.

Replacement (“Loaner”) Devices

Temporary replacement devices are available at the school so learning is not disrupted by any repair process. Students are responsible for the care of the replacement as if it were their issued device. Students are always required to save files to their Google Drive in case they need to be issued a loaner device. *Note: For families who have purchased Device Insurance, please note the loaner device is not



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 TK-5 only)

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

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. STUDENT CONDUCT AND DISCIPLINE POLICY (Refer to *Parent Information Packet* at <http://www.mdusd.org/studentsservices>)

- By checking here and signing below, I acknowledge that my student has read and understands the Student Conduct and Discipline Policy, and that my student and I understand the consequences should my student violate the policy

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

- 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 year, schools host events the news media and the school may want to feature. School officials, parents and students may take photos or video of school events. These materials allow schools to increase public awareness, promote education programs and highlight student accomplishments (like awards, graduations, etc.), through articles, websites, social media and other publications. Your child's participation in these events is valued, and we need your permission to use your student's image and/or name in media projects.

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 below if your child has your permission to participate

- I give my permission** for my child to participate and appear in video or audio recordings, photographs, written articles, or on websites and social media in school-related media projects. In consideration of the opportunity for my child to participate, I release the District, including its employees and staff, from all claims resulting from the use and editing of my child's image, voice or name, and the use, editing and release to media outlets.
- I DO NOT consent** to the use of my child's photograph, voice and/or name in school media projects.

5. RESPONSIBLE USE, GOOGLE AGREEMENT, & 1:1 TECHNOLOGY PROGRAM (Refer to *Parent Information Packet* at <http://www.mdusd.org/studentsservices>)

The Responsible Use, Google Agreement, & 1:1 Technology Program for Mt. Diablo Unified School District are agreements and must be signed before the student is given access to the District's Internet OR a District issued piece of technology.

- By checking this box and signing below, I, the student, understand and will abide by the rules and conditions outlined in these three agreements.
- By checking this box and signing below, I, the parent/guardian, understand these three agreements and acknowledge my student will have access to online District Resources and District issued technology

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 _____



**MT. DIABLO UNIFIED SCHOOL DISTRICT
RESPONSIBLE USE POLICY (RUP) GRADE
TK-5 STUDENTS**

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

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

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

Grades TK - 2

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

Grades 3-5

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

Student Name (Last name, first name)	Parent Name (Last name, first name)	Grade
Address	Home Phone	School
City, Zip Code	Parent/Guardian Work Phone	Counselor/Vice Principal

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

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. STUDENT CONDUCT AND DISCIPLINE POLICY (Refer to **Parent Information Packet** at <http://www.mdusd.org/studentsservices>)

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

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

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 year, schools host events the news media and the school may want to feature. School officials, parents and students may take photos or video of school events. These materials allow schools to increase public awareness, promote education programs and highlight student accomplishments (like awards, graduations, etc.), through articles, websites, social media and other publications. Your child's participation in these events is valued, and we need your permission to use your student's image and/or name in media projects. 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 below if your child has your permission to participate:

I give my permission for my child to participate and appear in video or audio recordings, photographs, written articles, or on websites and social media in school-related media projects. In consideration of the opportunity for my child to participate, I release the District, including its employees and staff, from all claims resulting from the use and editing of my child's image, voice or name, and the use, editing and release to media outlets.

I DO NOT consent to the use of my child's photograph, voice and/or name in school media projects.

5. RESPONSIBLE USE, GOOGLE AGREEMENT, & 1:1 Technology Program (Refer to **Parent Information Packet** at <http://www.mdusd.org/studentsservices>)

The Responsible Use, Google Agreement, and 1:1 Technology Program for Mt. Diablo Unified School District are agreements and must be signed before the student is given access to the District's Internet or a District issued piece of technology

By checking this box and signing below, I, the student, understand and will abide by the rules and conditions outlined in these 3 agreements.

By checking this box and signing below, I, the parent/guardian, understand these three agreements and acknowledge my student will have access to online District resources AND District issued technology.

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



**MT. DIABLO UNIFIED SCHOOL DISTRICT
RESPONSIBLE USE POLICY (RUP)
SECONDARY GRADES**

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

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

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

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

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

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

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

DISTRICT REQUEST FOR THE RELEASE OF DIRECTORY INFORMATION TO THE MILITARY

(Applies to Grades 11 and 12 Only)

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

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

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

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

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

Student Name	Birth Date	Home Phone
Student Address		
High School	Student ID	Grade
Parent/Guardian Name (print)	Parent/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.

