Welcome to

2025-2026

2730 Salvio Street
Concord, CA 94519
925-687-0363

2025-2026

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El Distrito Escolar Unificado de Mt. Diablo prohíbe la discriminación, el acoso, la intimidación y el acoso por motivos de ascendencia real o percibida, edad, color, discapacidad, género, identidad de género, expresión de género, nacionalidad, raza u origen étnico, religión, sexo, orientación sexual, actual o potencial padres, familia, estado civil o asociación con una persona o un grupo con una o más de estas características reales o percibidas (política del Junta de Gobierno 0410). Si tiene preguntas, inquietudes o quejas relacionadas con el acoso, la discriminación, y la intimidación, comuníquese con el Oficial de Cumplimiento de Equidad, Samantha Allen, Chief del Departamento de Servicios Educationales, al allens@mdusd.org o por teléfono (925) 682-8000 x4016. Si tiene preguntas, inquietudes o quejas sobre el cumplimiento de los problemas de los empleados del Título IX, comuníquese con John Rubio, Chief del Departamento de Recursos Humanos al rubioj@mdusd.org o por teléfono (925) 682-8000 x4136.

OLYMPIC HIGH SCHOOL

WHO WE ARE

OUR VISION

Olympic is committed to developing students who will realize their full potential, value others as well as themselves, and who have the competence and agency to make decisions that will have a positive impact on their communities.

OUR PURPOSE

- We value non-traditional measures including; job acquisition, reductions of "at-risk" behaviors, self-esteem/agency, and community cultural wealth.
- We value trauma informed practices that enhance emotional safety with priority access to counseling and mental health services.
- We connect school experiences to future expectations and expose students to a wide variety of career and educational opportunities.
- We develop students who think critically, problem solve, accept responsibility, and learn how to make appropriate decisions in a supportive and challenging environment.
- We believe students learn in different ways and shall be provided with a variety of instructional approaches to support their learning.
- Graduate students are prepared to work, serve, succeed, and compete in an ever-changing world.

What makes Olympic "Alternative"?

Students who attend Olympic High School receive many educational opportunities that are not available to students at regular public high schools. While our graduates must demonstrate the same academic proficiencies, the way in which they complete requirements for graduation is quite different.

- *Self-paced learning*
  Students earn credits based on the time, effort, and quality they put into their work.

- *Counseling services*
  Olympic provides counselors from at least one community agency for personal counseling. We have a full time career/college advisor and a guidance counselor to assist students with academic and post-secondary counseling. Due to smaller class sizes, teachers have more time to mentor students than at other high schools.

- *Flexibility*
  Olympic is flexible and creative in the way students earn credit. We place emphasis on meeting individual student needs in order to help them develop the skills and abilities they will need to be productive adults.

- *Physical Education is not required*
  PE is not required to graduate from Olympic. PE credits earned at other schools are applied to electives here. However, students returning to their home schools will need 20 PE credits to graduate.

- *Eight grading periods*
  Our eight grading periods provide more frequent reporting to students and parents/guardians. Students must earn MORE than two (2) credits per class per grading period in order to accelerate towards graduation.

- *APEX*
  APEX is an online platform where students can earn credits at their own pace to recover credits in courses that have previously been failed.

Bell Schedule - 2025-2026

Monday, Tuesday, Thursday & Friday

Period 0	7:55 - 8:40
Period 1	8:43 - 9:28
Period 2	9:31 - 10:16
Period 3	10:19 - 11:04
Lunch	11:04 - 11:34
Period 4	11:37 - 12:22
Period 5	12:25 - 1:10
Period 6	1:13 - 1:58

Wednesday (Minimum Day)

Period 0	7:55 - 8:31
Period 1	8:43 - 9:19
Period 2	9:22 - 9:58
Period 3	10:01 - 10:37
Lunch	10:37 - 11:07
Period 4	11:10 - 11:46
Period 5	11:49- - 12:25
Period 6	12:28- - 1:04

Special Programs

Service Learning

As part of its overall educational program, Olympic High School offers students an opportunity to participate in the Service Learning Program. For approximately six weeks (100 hours), students report directly to a local elementary school or not-profit agency in the community and provide necessary services directly to the agency.
By doing so, students not only have the opportunity to assist their community, but also learn the necessary skills which will ultimately be expected of them in any job situation. It is through the efforts of these students that Olympic has developed a wonderful reputation in the community for providing quality volunteers to over 25 schools and agencies that regularly participate in the program. Students typically go to these programs Monday - Thursday and attend Olympic on Fridays.

"While I participated in Service Learning I learned a variety of things. For example, I learned how to work with others which is something I've always wanted to improve on."

Wellness Center

Our Wellness Center is a safe and supportive space designed to help you thrive both mentally and physically. Whether you're feeling stressed, dealing with personal issues, or just need someone to talk to, our team of trained professionals is here to support you. We offer a range of services including short term counseling, and wellness activities to help you navigate the challenges of high school life. Your well-being is our top priority, and we are committed to providing a confidential and welcoming environment for all students.
You can access the Wellness Center by visiting us in Room 14. You can drop in during 0 period or lunch. If you are in class and in need of support, request a pass from your teacher for a BRAIN BREAK! Remember, taking care of your mental and emotional health is just as important as your physical health, and we're here to support you every step of the way. Don't hesitate to reach out – we are here for you!

College and Career Center

Olympic High School's College and Career Center provides a variety of services to its students. We help students access resources for College Exploration/Planning, Career Training workshops, Volunteer/Internship Opportunities, Financial Aid/ Scholarships, and Work Permits for Youth Employment. The College and Career Center partners with the local community colleges, along with many other local businesses and organizations in the community to ensure that students are exposed to many college and career opportunities. offering one-on-one assistance, we make sure that students are adequately prepared to achieve any post-secondary goal they may have after leaving high school.

OLYMPIC HIGH SCHOOL CREDIT POLICY

(revised summer 2024)

EACH WEEK
a student may earn the following per class:

Completion of Daily Classwork*	0.5 credit
Completion of FastTrack** - 80 % Minimum Attendance requirement to qualify	0.5 credit
TOTAL Credit (per week)	1.0

4-week term: 2 credits classwork & 2 credits FastTrack	~ 4 Credits possible
5-week term: 2.5 credits classwork & 2.5 credits FastTrack	~ 5 Credits possible
6-week term: 3 credits classwork & 3 credits FastTrack	~ 6 Credits possible

*Daily Classwork is at the discretion of the teacher and must be done in class; however, the work will be grade-level standard with high student expectations. The teacher will provide a high level of support to assist the student in achieving at grade level standard.

**FastTrack (aka Homework) is extra work besides regular classwork. See "FastTrack Requirements" for more details.

ALTERNATIVE WAYS TO EARN CREDIT

Office Hours & Makeup Work

If you were absent you can make up your work for the day(s) you missed. To do so you must find out when the teacher holds office hours and communicate with them you would like to do so.

Service Learning Program

Students are placed in elementary school classrooms, community agencies, and centers for children with special needs for 100 hours of service. During this time, Olympic students work directly with community agency supervisors and clients doing various tasks related to the specific agency.

Adding more periods to your schedule

If you are productive and are not a behavioral issue, you can take up to seven (7) classes at Olympic. The more periods you take the more potential you have for earning more credit.

FastTrack

Suppose a student is productive in class, attending over 80% of the time and completing teacher-designated assignments. In that case, they can earn more work for more credit (Homework, in other words). The additional assignment and credit will be at the teacher's discretion. Please see "FastTrack Requirements" for more information

EduClimber

EduClimber is a self-paced computer program in which the student earns one (1) credit for each unit test they pass.

Independent Study @ Olympic (ISO)

Independent Study is a program in which you meet with your teacher once a week for one hour and do all of your work at home. The workload is between 20-24 hours a week and you are required to be able to self-motivated

Work Experience

Work Experience is an elective/CTE course for those who have a part-time job. Students in the program earn high school credit by attending a *weekly class* that teaches job skills, and habits conducive to employment success

Adult School

Olympic Students can concurrently take evening classes at the Adult School and earn high school credit. There is a strict attendance policy and you can earn up to five (5) credits per class

Community College Courses

Community College courses are an option for those who want to earn three (3) high school credits for every one (1) credit taken at a community college. See a counselor for more details.

Summer School

Students who want to make up missed credits from the previous school year can attend summer school at Olympic

Graduation

There are two (2) ways to graduate:

1. Complete 200 Credits and a Senior Portfolio here at Olympic High and walk the stage at the Concord Pavilion as an Olympic High School graduate.
2. Complete at least 190 credits or more at Olympic High School and return to your traditional school at the start of Spring Semester and earn the remaining 30 credits and walk the stage at the Concord Pavilion as a graduate of your comprehensive school. Students MUST take at least English IV and Econ or Government at the traditional high school. It is important to meet with your counselor to develop a transfer plan ASAP!

ON TRACK

JUNIORS, Are you "ON TRACK" to Graduate Next Year?
In order to be on track for graduation next year you must make the credit markers listed below within the timelines indicated. (This is based on earning 9 credits per term).

ENTER TERM 1 WITH	56 Credits
TERM 2	65 CREDITS
TERM 3	74 CREDITS
TERM 4	83 CREDITS
TERM 5	92 CREDITS
TERM 6	101 CREDITS
TERM 7	110 CREDITS
TERM 8	119 CREDITS
END OF YEAR	128 CREDITS

SENIORS, Are you "ON TRACK" to Graduate THIS Year?
In order to be on track for graduation THIS year you must make the credit markers listed below within the timelines indicated. (This is based on earning 9 credits per term).

ENTER TERM 1 WITH	128 Credits
TERM 2	137 CREDITS
TERM 3	146 CREDITS
TERM 4	155 CREDITS
TERM 5	164 CREDITS
TERM 6	173 CREDITS
TERM 7	182 CREDITS
TERM 8	191 CREDITS
END OF YEAR	200 CREDITS

ALL GRADUATING SENIORS WHO WANT TO WALK THE STAGE:
FINAL WORK MUST BE TURNED IN AND FINAL CREDIT SLIPS DUE A FEW WEEKS BEFORE GRADUATION. EXACT DATE TBA.

2025/2026 Grading Terms

Terms

Term 1 - August 6 to September 5	(5 Weeks) (22 days)
Term 2 - September 8 to October 3	(4 Weeks) (20 days)
Term 3 - October 14 to November 14	(5 Weeks) (22 days)
Term 4 - November 17 to December 19	(4 Weeks) (20 days)
Term 5 - January 5 to February 6	(5 Weeks) (24 days)
*Term 6 - February 9 to March 13	(5 Weeks) (24 days)
*Term 7 - March 16 to April 24	(5 Weeks) (22 days)
Term 8 - April 27 to June 2	(5 Weeks) (26 days)

*Final Entry for Seniors is Term 6 *

First Entry for 10th is Term 7

ALL GRADUATING SENIOR WHO WANTS TO WALK THE STAGE:
FINAL WORK MUST BE TURNED IN AND FINAL CREDIT SLIPS DUE ON TBD.

Credits Needed to Graduate from Olympic High School

Subject	Credits
English	40
Math (general)	20
Algebra 1	10
Life Science	10
Physical Science	10
World History	10
US History	10
Government	5
Economics	5
Fine Art/Foreign Language/CTE	20
Electives	60
Total Credits Needed:	200

Note: Comprehensive high schools in MDUSD require 220 credits to graduate. Olympic HS does not require PE credits (20). Any PE credits earned counts as elective credits.

PRIDE

At Olympic High School we strongly believe that we can effectively teach appropriate behavior to all students. PBIS (Positive Behavior Intervention & Supports) is a school wide initiative. Core values were identified and students are expected to conduct themselves in ways that are aligned to these 5 core values. Having Olympic PRIDE means students are/have/value:

- PREPARED TO LEARN
- RESPECT FOR COMMUNITY
- INTEGRITY
- DIVERSITY
- ENCOURAGE OTHERS

Students are recognized for displaying Olympic PRIDE in and out of the classroom.

Behavior Expectations

The staff of Olympic High School believes that each student has the right to learn in a safe, respectful environment. As part of the educational process, all members of our community are expected to behave in a responsible manner. The following expectations are aligned with our Olympic PRIDE values.

PREPARED TO LEARN

Bring materials for school
Engage in the lesson
Interact using polite language

- Student work, books, pens/pencils, work clothing, gym clothing, etc. should be carried in a backpack or purse. All bags are subject to search at any time.
- If you are less than 30 minutes tardy, go straight to class. Go to Students Services for a Tardy pass only if you are more than 30 minutes late that day.
- Privileges out of class are suspended the first 10 minutes of class and also the last 10 minutes of class. Students must have a pass whenever out of class.
- Students are to be free from possession and influence of drugs and alcohol, including marijuana, drug paraphernalia, and drug related items (pipes, vape pens, e-cigs, lighters, etc.)
- State law does not permit smoking and/or possession of tobacco products on school grounds.

- Cell phones as well as other electronic devices are to be turned off and out of sight during instructional time. School staff are not responsible for lost or stolen items. All students must have cell phones in their respective Yondr bag.
    1. First Violation – electronic device will be confiscated by school staff and secured in the main office. The electronic device will be returned to the student at the conclusion of the school day.
    2. Second violation – electronic device will be confiscated and secured in the

staff for the purpose of clarifying this policy. The student's parent or guardian provides written assurance that the student will no longer be allowed to possess the electronic device during the instructional day.

3. Third violation – the electronic device will be confiscated and secured in the main office following procedures for second violation. The student will be subject to further discipline.

- School IDs should be carried at all times.

Respect for community

Dress with school ready mentality
Pick up your trash

- Weapons of any kind are not allowed on or near campus or in the possession of any community members during school hours or a school event.
- Threats of violence or weapons towards any school community member or the community at large are to be reported to the administration immediately and will not be tolerated. This includes threats via social media.
- Loitering is not allowed on or near campus. Students are expected to attend class if they are at school and leave campus upon dismissal.

- The parking lot is off limits to students except before first period. Sitting in cars is not allowed. After last period, students are expected to exit the parking lot in a timely manner. If you need something in your vehicle, please ask a campus supervisor or admin. for permission.
- No deliveries of any kind are permitted. That includes but is not limited to Door Dash, Grub Hub, Starbucks and any other. It will be confiscated.
- Riding skateboards, bikes, scooters, or skates is not permitted on campus. Skateboards may be left in the Main Office before school and picked up after school. Bikes can be locked up in the bike rack.
- Students are not permitted to play speakers during school hours. Violation will be subject to the same progressive discipline as the cell phone policy.

Integrity

Tell the truth
Consider other people's feelings when speaking

Do your best

credit.

Diversity

Celebrate our differences
Be tolerant

- Welcome new students and visitors into our community.
- All visitors must check in and obtain a visitor's pass from the Main Office.
- Seek support from adult staff should a conflict arise.

Encourage others

Motivate yourself and others to succeed
Surpass the expectations
You have the power to be more

- Encourage classmates to attend school regularly. Olympic High School is a closed campus. Students off campus without authorization are considered truant and are subject to search, detention by the police and consequences imposed by the school. If you leave and return during school the following progressive discipline will be followed:

  1st offense- Warning/Search
  2nd offense- Warning/search/call home
  3rd offense and after- Not allowed to return to class/campus that day

Students will be recognized and rewarded for showing the Olympic PRIDE values. Consequences for violation of these expectations are not limited to, but may include any of the following: *Counseling, Confiscation, campus beautification, conferences, parent conferences, parent contact, detention, suspension, expulsion, drug/alcohol workshop and/or police involvement.*

Olympic PRIDE

Respect For Community/ Diversity

Olympic High School students and staff take great pride in our community and the diversity that exists within it. Olympic strives to be a safe and positive learning environment which requires students and staff to dress for success!

Oly believes that students should be given as much choice as possible in how they dress for school. We believe students should be comfortable at school and be allowed to express themselves; however we do believe that students should dress safely and appropriately for an academic setting.

are covered with solid (not see-thru) material. All items in the categories below must meet that principle.

2. Students must wear:
    a. Shirt
    b. Bottom: pants/sweatpants/shorts/skirt/leggings/dress
    c. Shoes: activity specific shoe requirements are permitted (sports, PE)

3. Students may wear:
    a. Hats, including religious headwear
    b. Hoodie sweatshirts
    c. Pajamas
    d. Ripped jeans as long as underwear is not exposed
    e. Tank tops
    f. Clothing with commercial or athletic logos provided they do not violate #4 below

4. Students cannot wear:
    a. Violent images or languages
    b. Any style or color of clothing, or display hats, belts, bandanas, paraphernalia that suggests any gang affiliation
    c. Images or language depicting drugs, alcohol or any other illegal item or activity
    d. Hate speech, profanity, pornography
    e. Images that create a hostile or intimidating environment based on a protected class
    f. Visible underwear, including bralettes (Exception: Visible waistbands or straps/undergarments worn under other clothing are not a violation)

Title I Compact

OLYMPIC HIGH SCHOOL COMPACT OF SHARED RESPONSIBILITIES

Students, parents, and staff at Olympic High School all share responsibility for student learning. The school has the responsibility to provide high-quality curriculum and instruction in a supportive and effective learning

As a *STUDENT* I agree to adhere to the Olympic PRIDE values:
Prepared to Learn- Come to school every day on time and prepared to work, engage in the lesson and interact using polite language. Earn credits each term to stay "On- Track" for graduation. Keep electronic devices away and out of sight during instruction. **Respect for Community**- Show respect for and cooperate with all students and staff, dress appropriately, treat personal and school property respectfully and keep our campus clean. **Integrity**- Be honest, do your own work and always do your best. Bring home all newsletters, flyers and other communication distributed by school administration. **Diversity**- Learn about and accept differences in values, cultures, and the communities of fellow students and staff. Be tolerant. **Encourage Others**- Encourage others to make positive/healthy choices. Make and support nonviolent choices, such as walking away from a confrontation. Encourage my parents/guardians to attend school events and become involved in the Olympic community.

_____ _____
PRINT Student First and Last Name Student SIGNATURE /Date

As a *PARENT/GUARDIAN* I agree to support the Olympic PRIDE values:
Prepared to Learn- Make sure my student arrives at school on time, dressed appropriately and prepared to work every day. Monitor and limit electronics. Support the established behavioral expectations regarding cell phones.
Respect for Community- Show respect for and cooperate with all students and staff, dress appropriately, treat personal and school property respectfully and keep our campus clean. **Integrity**- Keep school informed of any and all changes to emergency contact information and addresses. Communicate regularly with Olympic personnel.
Diversity- Teach and practice tolerance of diversity in cultural and social values.
Encourage Others- Assist and encourage my student to complete school assignments, earn credits consistently and provide materials necessary. Attend school events and read communication so that I can encourage my student to make responsible choices regarding their education

_____ _____
PRINT Parent First and Last Name Parent SIGNATURE/ Date

In order to support our community values, OLYMPIC HIGH SCHOOL WILL:
Prepared to Learn- Provide a positive, safe, clean, healthy, and inviting learning environment, including high and appropriate academic expectations, rigorous, culturally responsive curriculum, and teaching strategies that meet individual needs and encourage a high level of student engagement. Confiscate electronics as needed.
Respect for Community- Welcome and treat all parents with respect, by honoring them as the primary teacher of their student, cultivating and maintaining an open-door policy, and responding promptly to parent concerns and other communication. Maintain a clean learning environment and campus.

Integrity- Communicate honestly and regularly with Olympic students and families.
Diversity- Teach and practice tolerance of diversity in cultural and social values.
Encourage Others- Celebrate student success to build confidence and community.

_____ _____
PRINT Staff First and Last Name Staff SIGNATURE/Date

YONDR Agreement

Olympic High School Cell Phone Free Environment
Student/Parent Agreement

- I understand that I(my child) must bring my (their) pouch to all of my classes, even if I (they) do not have a phone.
- I understand that I (my child) will not try to open the pouch during the school day without consent from an OHS staff member.
- I understand that I (my child) should remain in possession of my (their) locked pouch at all times and that Olympic High School is not responsible for lost or damaged phones.
- I understand that if I (my child) damage(s) or lose my (their) pouch, I am responsible for purchasing a replacement pouch for $50.
- I understand that phones found outside the pouch during the school day will be confiscated and that a parent/guardian will have to meet with administration to create a re-entry plan for the student.
- I understand that I (my child) will be allowed to open the pouch upon exiting campus after the last class has ended.
- I understand that if there is an emergency, I (my child) can go to the office to use a phone with permission from a staff member.
- I understand that if I (my child) choose(s) to disobey these rules, my (their) actions may lead to consequences per school discipline code.

Please visit the student/family handbook for additional details about the cell phone free environment.

By signing this agreement, I understand all the terms and conditions listed above. This agreement is to be reviewed by students and parents/guardians, signed, and returned at registration and/or orientation.

Student Name: _____ ID #: _____ Grade: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

****

If your student will not be bringing a cell phone to school, please sign here. Your student will still be issued a pouch and will be expected to keep the pouch in their possession. We will place a laminated card inside to notify all staff that they will not have a cell phone to place in their pouch.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

_____ Please initial here if your student has a documented medical condition that requires the use of a cell phone during the school day. If this is the case, an administrator will contact you to discuss.

Entorno Libre de Teléfonos Celulares - Acuerdo de Política del Estudiante YONDR

- Entiendo que mi teléfono debe estar dentro de mi bolsa al ingresar a la primera clase de cada día escolar.
- Entiendo que debo llevar mi bolsa a todas mis clases, incluso si no tengo un teléfono.

- Entiendo que mi bolsa debe permanecer cerrada en mi posesión en todo momento y que Olympic High School no es responsable por los teléfonos dañados o perdidos.
- Entiendo que si daño o pierdo mi bolsa, soy responsable de comprar una bolsa de reemplazo por $50.
- Entiendo que los teléfonos encontrados fuera de la bolsa durante el día escolar serán confiscados y que un padre o tutor tendrá que recogerlos en la oficina correspondiente.
- Entiendo que se me permitirá abrir la bolsa al salir del campus después de que la última clase haya finalizado.
- Entiendo que si hay una emergencia, puedo ir a la oficina para usar un teléfono con el permiso de un miembro del personal.
- Entiendo que si elijo desobedecer estas reglas, mis acciones podrán conllevar a consecuencias según el código de disciplina de la escuela.
- Al firmar este acuerdo, entiendo todos los términos y condiciones mencionados anteriormente. Este acuerdo debe ser revisado por los estudiantes y los padres/tutores, firmado y devuelto en el día de la registración.

Nombre del estudiante: _____ ID #: : _____ Grado: _____

Firma del alumno: _____

Nombre del padre / tutor: _____

Firma del Padre / Tutor: _____

****

Si su estudiante no va a traer un teléfono celular a la escuela, por favor firme aquí. A su estudiante todavía se le entregará una bolsa y se espera que mantenga la bolsa en su poder. Colocaremos una tarjeta laminada adentro para notificar a todo el personal que no tendrán un teléfono celular para colocar en su bolsa.

Nombre del padre / tutor: _____

Firma del Padre / Tutor: _____

_____ Por favor ponga sus iniciales aquí si su estudiante tiene una condición médica documentada que requiere el uso de un teléfono celular durante el día escolar. Si ese es el caso, un miembro de la escuela lo contactará.

Emergency Procedures Summary

Roles of our school community:

Administration/Response Team
Provides overall direction of response at school site.

Supervise students in their charge, remain with the students unless assigned to an activated ICS position, or released by Administration.

Students
Follow all directions of administration and staff. Take all situations seriously.

Emergency Scenario Protocols
➔Intruder/Lock Down ➔Active Shooter ➔Fire ➔Earthquake ➔Shelter in Place

INTRUDER ALERT: LOCK DOWN The administration will announce via the intercom, “This is a LOCK DOWN. Teachers and students please take your places.”	• Enter your class immediately. • Students not in their classroom go to the nearest open classroom or find a hiding place. • Close windows, curtains, and blinds. • Shut off lights and electronics. • Students move to the floor, farthest away from windows. • Students keep quiet and ignore bells. • Do not allow anyone to enter or leave the classroom. • Wait for an “all clear” announcement by an identifiable person.

ACTIVE SHOOTER: RUN, HIDE, FIGHT The administration may not have the opportunity to announce. If they do, they will announce via the intercom, “This is an Active Shooter - Alert, Lock Down, Run, Hide, Fight.”	In the event of an active shooter: RUN To the nearest secure room. HIDE If not able to find a room - get off campus. FIGHT Do not be passive, be prepared to barricade the door, use anything available (chair, desk, books) to deter shooter.

In the event a fire is detected within a school building, the school fire alarm will be sounded. Unless flames or smoke are visible remain in the classroom until an announcement is made to evacuate the building. If smoke or fire are visible, evacuate the building immediately. An announcement will provide updates and directions: "There is a confirmed fire, evacuate the building" or "No fire or danger detected. This is an all-clear, continue with classes."	EVACUATION: • Students evacuate with current class. If evacuation occurs outside of a class period: Evacuate with 4th period class. • At evacuation location, line up, follow directions.

EARTHQUAKE: If a true earthquake occurs, instruct students to DROP, COVER AND HOLD ON. If a drill, administration will announce via the intercom, "This is an EARTHQUAKE drill, please Drop, Cover, and Hold On" remain until "All Clear" is announced.	• DROP • COVER • HOLD ON If an earthquake or other situation warrants, drop to the floor, take a protective position under desks or furniture with backs to windows and hands covering head and face. Stay in position until directed to evacuate or take other protective action. If outside, move away from buildings and trees and take a protective position. When situation permits, proceed to the designated assembly point.

SHELTER IN PLACE: In case of a chemical spill or a medical situation.	• Students remain in their classroom or go to the nearest open classroom or find a hiding place. • Close windows, curtains, and blinds. • Continue classroom lessons as normal. • Students keep quiet and ignore bells. • Do not allow anyone to enter or leave the classroom. Wait for an "all clear" announcement by an identifiable person.

District Responsible Use Policy

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.

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.

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.

Parent Involvement Policy

District - Level Parent Involvement Policy- Board Policy 6020

Mt. Diablo USD | BP 6020 Instruction

Parent Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Board of the district believes that a child's education is a responsibility shared by the family and school. The Board recognizes the necessity and value of family-school partnerships to support student growth and academic achievement and further seeks to facilitate this partnership through a parent 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 participation via the six types of parent/guardian involvement described in The California Strategic Plan for Parent Involvement by:

1. Providing educational opportunities to help parents to develop parenting skills and to foster conditions at home that support children's efforts in learning.
2. Providing parents with training in effective strategies for assisting their children to learn at home.
3. Providing parents/guardians with knowledge of and access to school and community support services for children and families.
4. 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.
5. Involving parents/guardians, after appropriate training, in classroom support roles at schools.
6. Supporting parents/guardians as participating decision-makers and encouraging their leadership in governing, advising and advocacy roles.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.5 - School-Based Decision Making
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5145.6 - Parental Notifications)
The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)
The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.
(cf. 0500 - Accountability)
Title I Schools
Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)
(cf. 6171 - Title I Programs)
The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)
The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)
(cf. 3100 - Budget)
The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement plan in accordance with 20 USC 6318.
Legal Reference:
EDUCATION CODE
11500-11506 Programs to encourage parent involvement
48985 Notices in languages other than English
51101 Parent rights and responsibilities
64001 Single plan for student achievement
LABOR CODE
230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20
6311 Parental notice of teacher qualifications and student achievement
6312 Local educational agency plan
6314 Schoolwide programs

6316 School improvement
6318 Parent involvement
CODE OF FEDERAL REGULATIONS, TITLE 28
35.104 Definitions, auxiliary aids and services
35.160 Communications
Management Resources:
CSBA PUBLICATIONS
Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE
Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Family, School, Community Partnerships: http://www.cde.ca.gov/ls/pf
California Parent Center: http://parent.sdsu.edu
California State PTA: http://www.capta.org
National Coalition for Parent Involvement in Education: http://www.ncpie.org
National PTA: http://www.pta.org
No Child Left Behind: http://www.ed.gov/nclb
Parent Information and Resource Centers: http://www.pirc-info.net
Parents as Teachers National Center: http://www.parentsasteachers.org
U.S. Department of Education: http://www.ed.gov
Policy MT. DIABLO UNIFIED SCHOOL DISTRICT
adopted: May 25, 2004 Concord, California
revised: March 23, 2010

Olympic Parent Engagement Policy

Title I School-Level Parent Engagement Policy
Olympic High School 2025-2026

Olympic High School has developed a written Title I parental involvement policy with input from Title I parents and students. This policy has been distributed to the parents of Title I students. Olympic High School policy describes the means for carrying out the following Title I parental involvement requirements.

a) Does the following: Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program

b) Annual meeting/presentation to review test scores, CELDT data, reclassification rates, graduation numbers and share plans for improvement.

- Sanction requirements are explained at meetings
- Opportunities to discuss school improvement plans
- Invitation to become involved in Site Council, ongoing monthly meetings
- Meeting is held in two languages, if needed
- Communication is in two languages
- School messenger
- Updated website via School Loop
- Remind application
- Personal invites
- Title I formal meetings
- Community Services Liaison
- Letters home
- Graduation Status Review Nights for families
- Coffee with the Principal every first Wednesday morning
- English Learner Advisory Committee meetings monthly
- Conduct meetings before Open House or Back To School Night
- Conduct meetings during the school day and evenings

c) Offers a flexible number of meetings

- Monthly Site Council Meetings
- Community Meetings
- Quarterly Graduation Status Review/ Family Informational Nights
- Back to School Night
- Back to School Night
- Annual Title 1 Meeting
- Parent workshops
- SST Meetings
- 504 Meetings
- IEP meetings- Annual, Transition, Triennial
- Meetings via phone conference
- Dual language
- Translators
- Translated materials

d) Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy

- Monthly Coffee with Principal meetings to elicit ideas about ways to match parent strengths with needs of the school
- Monthly Site council that review school progress and budget decisions
- SPSA reviewed with all stakeholders, including parents and community
- Graduation Status Review done at the end of each term in 4th period Advisory
- Student Surveys
- Student representatives on site council
- Student Leadership
- Orientation for all new students, two week enrollment in introductory class

e) Provides parents of Title I students with timely information about Title I programs

- Website
- School messenger
- Contact in dual languages
- Graduation Status Review Nights
- Workshops
- Community Services Liaison
- Title I Parent Night

f) Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels with students are expected to meet

- Parent meetings
- SSC
- Open House
- Parent conferences
- IEP
- SST
- CELDT testing
- CAASP test results
- Academic Counselors
- Graduation Status Review Nights
- 8 terms for frequent feedback
- Graduation Status Report, Transcripts and Report Cards mailed home quarterly

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

- School Site Council --bi-monthly
- Back to School night
- Open House
- Parent Teacher conferences
- Title I parent/community night
- IEPs – at least once a year
- SSTs

2. School-Parent Compact

Olympic High School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic

The parents' responsibility to support their children's learning. Students' responsibilities to follow expectations and rules.

The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

3. Building Capacity for Involvement

a) Olympic High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Back to School Night: Pass out copies of learning expectations and present latest CASSPP results
- Parent Workshops: addressing the topic of how to help your students with academic, emotional and social problems
- Back to School and Open House/ Grad status Review Nights
- SST/ Parent Conferences
- Coffee with the Principal
- Community Assistant Bi-lingual
- SART meetings
- Title I Parent Meeting
- ELAC

b) Provides materials and training to help Title I parents work with their children to improve their children's achievement.

- Partnership with Adult Education –
- Parent workshops with a translator provided
- All materials sent home translated into Spanish
- Providing translators for all meetings, back to school night, parent teacher conferences
- Home visits- CWA

c) Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners.
Guest speakers to address parent needs and concerns

- SSC
- Title I Parent Night
- Provide trainings to staff at Wednesday meetings that include ways to communicate with parents
- Provide readings to staff on how to improve parent communication
- Alumni Speaker series

d) Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Home visits
- Parent Ed Workshops
- Classroom volunteerism
- Parent Nights and Conferences

e) Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- All correspondence in dual language
  - Standards based report cards
  - report cards /Progress reports
  - Assessment results
- Parent / Teacher / Student Compact
- School messenger
- Web-site
- Field Trip permission forms
- Monthly Coffee with Principal Parent meeting

f) Provides support for parental involvement activities requested by Title I parents.

- All communication provided in English and Spanish
- Bilingual parent community liaison
- Bilingual administrators
- Parent Ed Workshops
  - Bilingual translators for parent conferencing
  - Parenting classes Bilingual
  - Parent Education Classes
  - Technology training
  - Training in the standards and expectations from grade to grade

a) Olympic High School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- SSC
- ELAC
- Orientation for all new students
- Parent Compact
- School Messenger
- Parent Education Meetings
- All communication provided in English and Spanish
- School-wide Rules and Expectations in English and Spanish

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, facilities and practices shall be free from discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identify, 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 (Governing Board Policy 0410). For questions, concerns or complaints regarding student harassment, discrimination, intimidation and bullying, please contact Jennifer Sachs, Chief of Educational Services, at sachsj@mdusd.org or by phone at (925) 682-8000 x4016. For questions, concerns, or complaints regarding compliance with Title IX employee issues, please contact Dr. John Rubio, Chief of Human Resources, at rubioj@mdusd.org or by phone at (925) 682-8000 x4136.

Harassment Policies

Sexual Harassment Policy

In accordance with MDUSD Board Policy, Olympic High School administration and staff are sensitive to and concerned about incidences of harassment on campus. We can only effectively stop harassment when we are made aware of the situation when it first develops. Please, if you are aware of a situation involving harassment, contact school administration immediately.

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

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

Examples of sexual harassment include:

- Unwelcome flirtations or propositions, sexual slurs, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, sexual jokes, stories, drawings, pictures, gestures, or spreading sexual rumors.
- Touching a student's body or clothes in a sexual way.

- Purposefully cornering or blocking of normal movement, or limiting a student's access to education tools.
- Displaying sexually suggestive objects in the educational environment
- Any act of retaliation against a person who reports a violation of the sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

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

Hate Violence/Harassment Policy

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

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

Definition:

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

the other person's race, color religion, ancestry, national origin, disability, gender, or sexual orientation.

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

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

Examples of Hate Violence or Hostile Harassment Include:

- 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.
- Materially disrupting the classroom verbally or physically.
- Creating substantial disorder in the classroom or on the playground through interference, oppression, or threats.
- Knowingly defacing, damaging, or destroying real or personal property.
- Posting or circulating demeaning jokes, leaflets or caricatures.
- Defacing, removing or destroying posted materials, or announcements.
- Setting off explosives or making bomb threats.
- Unusually violent assault by groups of individuals which appear random.
- Unlawful use of the telephone (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 of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal or the Office of 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
- socially isolating or manipulating a student

These incidents will be acted upon when they occur:

- on the school grounds at any time
- en route to and from school or a school-sponsored activity
- during the lunch period whether on or off campus; or
- during, or while going to or coming from, a school-sponsored activity

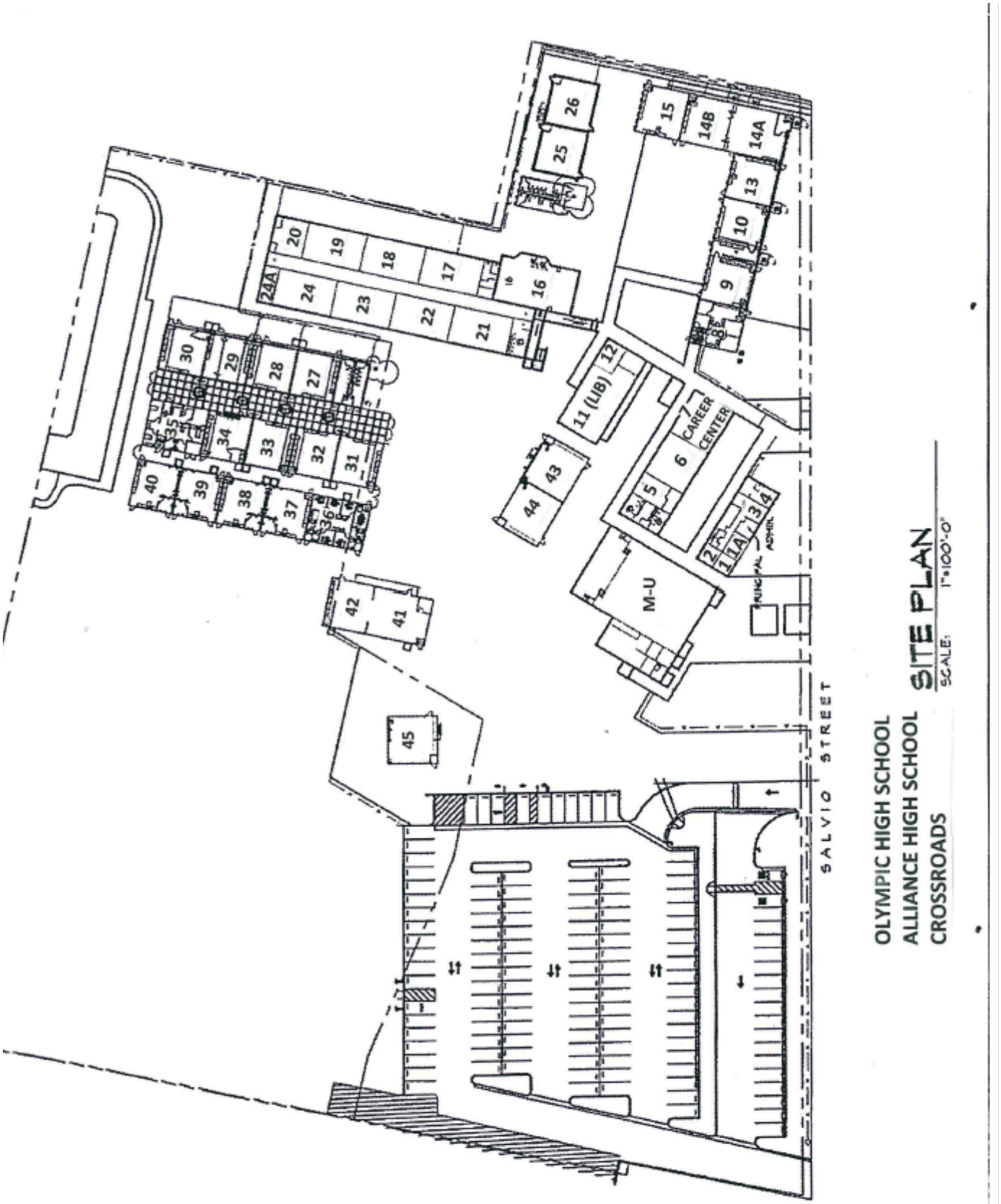
Specific Examples

For the purpose of further clarification, bullying includes, but is not limited to:

Examples include:

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

School Map


OLYMPIC HIGH SCHOOL
ALLIANCE HIGH SCHOOL
CROSSROADS
SITE PLAN
SCALE: 1"=100'-0"
SALVIO STREET
CAREER CENTER
M-U
11 (LIB)