

Sequoia Elementary School

Mt. Diablo Unified School District

277 Boyd Road

Pleasant Hill, CA 94523

(925) 935-5721

<https://sequoiaelementary.mdusd.org/>



Family Handbook

2026-2027

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Welcome to Sequoia Elementary!

We are truly delighted to have you join our vibrant school community. We want to partner with each other on creating a successful school environment for your child, ensuring their journey through elementary school is filled with joy, discovery, and growth.

Our school has been recognized by the California Department of Education as a California Distinguished School for the excellent educational outcomes our students achieve.

Our school is a Primary Years Program (PYP) International Baccalaureate school. The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for elementary-aged children. It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

The framework emphasizes the central principle of agency, which underpins the three pillars of school life:

- the learner
- learning and teaching
- the learning community

Embedded in the framework is the recognition of the importance of fostering an individual's self-efficacy. Students with a strong sense of self-efficacy are active in their own learning and take action in their learning community.

The PYP focuses on the development of the whole child as an inquirer, both in school and in the world beyond. The PYP offers a transformative experience for students, teachers and whole school communities and delivers excellent outcomes by providing an education that is engaging, relevant, challenging and significant.

PYP learners know how to take ownership of their learning, collaborating with teachers to deepen understanding and increase their confidence and self-motivation. Through actively engaging in integrated ongoing assessment they become effective, self-regulated learners who can act on constructive feedback.

Guided by six transdisciplinary themes of global significance, students broaden their learning by developing their conceptual understandings, strengthening their knowledge and skills across, between and beyond subject areas.

Please read this handbook thoroughly as it has a lot of important information that you will find useful as a member of our school community.

Warmly,
Stacy Campbell



Sequoia Mission Statement

Sequoia Elementary School is a community dedicated to developing caring, critical thinkers who celebrate the diversity of the world around us as we learn and grow together. Through our rigorous, inquiry-based program we develop the full potential of all students.

Mt. Diablo Unified School District Title IX Non-Discrimination Statement Student Rights under Title IX

Title IX is a federal law passed in 1972 to ensure that male and female students in educational settings are treated equally and fairly. It protects against discrimination based on sex in programs and activities, including athletic programs. Key areas addressed by Title IX include: discrimination, harassment (including sexual harassment), exclusion, denial, limitation or separation based on sex or gender. Title IX applies to both male and female students in any educational institution receiving federal funding. In addition to this federal law, the California Education code and Mt. Diablo Unified School District (MDUSD) policies prohibit discrimination on the basis of sex. Please refer to Board Policies [5145.3](#) ,[5145.7](#) and Administrative Regulations [5145.3](#) and [5145.7](#) for more information on the District's anti-discrimination policies. Title IX requires MDUSD to take appropriate action to investigate when it knows or reasonably should know of a possible Title IX violation.

Intradistrict Transfer Requirements

All students who attend Sequoia Elementary have been approved by Mt Diablo Unified School District through an Intradistrict Transfer.

Transfer based on the following conditions:

1. Satisfactory Attendance (80% attendance and no excessive tardies)
2. Satisfactory Academic Progress (2.0 GPA and on graduation track)
3. Satisfactory Behavior (no suspendable offenses and/or no ongoing disciplinary matters)

Students who do not meet all 3 conditions of the Intradistrict may have their enrollment revoked and could be transferred back to their home school. If you have any questions or need further assistance, please call Student Services at (925) 682-8000 extension 6250 or Sequoia Elementary.

Accidents, Illness and Emergency Cards

Updated Emergency Cards are required for each student at the beginning of each school year. Notify the office right away if you change addresses or telephone numbers during the year and make sure your emergency contacts are up to date. If your child is badly injured or becomes seriously ill at school, we will make him/her comfortable and call you immediately. If you cannot be reached, we will attempt to contact the emergency

numbers that you listed on the emergency form. The parent/guardian is responsible for any charges for emergency services.

Arrival and Dismissal

School safety is one of our major concerns. Your help and support are needed to make entering and exiting our school a safe activity each day.

- Please say goodbye in the morning and greet your student in the afternoon at the Drop and Kiss Zone located outside the Multi-Use Room. Parents are not permitted to be on the playground or in the hallways before the start or at the end of the school day.
- Parents who are on campus need to check in at the office and receive a visitor's badge. All visitors during the school day must be cleared to volunteer per District policy.
- Parent parking is not allowed in the parking lot during the hours of 7:00am to 3:15pm; During special events, such as Back to School Night and Open House, the parking lot is closed to parents during the event hours. Parking spaces are reserved for staff only, including teachers, support staff, and district personnel. Each space is numbered and assigned for specific personnel. Please be mindful not to block staff parking spaces, as well.
- Do not make left turns from eastbound Boyd Road into the school driveway or parking lot during drop off or pick up hours. You are likely to be ticketed by the Pleasant Hill Police Department (PHPD), who diligently watch for traffic violations in the area. Be mindful of your speed on Boyd Road and in the parking lot, as well.
- The parking lot includes an inner and an outer driving circle. All traffic for both circles should be one way, entering at the east side of the lot (farthest from buildings) and circling around in front of the office. DO NOT stop your vehicle in the inner circle or use it for parking. Also, DO NOT drop off or pick up passengers in the inner circle. Do not leave your car unattended in the parking lot.
- Please always pull as far forward as possible in the outer circle to make room for other people picking up or dropping off students at school. Failure to do so causes unnecessary delays as well as traffic complications all along Boyd Road.
- Always follow the directions of school staff and volunteers guiding the parking lot procedures.
- Whether you use the school's front entrance (Boyd Rd.) or the back entrance (Theo Ln.), please remember that you are part of a neighborhood and guide your child to respect the property of others.
- If you use the back entrance (Theo Ln.), note that for security reasons the gate by the bridge is locked during school hours and there is no access to the school. If you are running late, please do not drop your student off at the back gate as the gate is locked promptly at the start of the school day.
- When parking on surrounding neighborhood streets, please be mindful of red curb zones and do not block driveways. Also, please be sure to pull as far forward or backward as possible in the available space, to maximize the number of cars that can park in a given area.
- Please do not cross the street in front of the school; NO jaywalking. Using the crosswalks provides a good example to our students.
- Do not walk across (or ask your child to cross) the parking lot; this is extremely dangerous. Please wait to drop off or pick up your child until you are on the side of the lot nearest the school buildings (the Kiss & Drop Zone).
- Please do NOT use cell phones while you pick up and drop off your children. Save your cell phone use for after you have exited our parking lot. You need to pay your full attention to students and traffic at this time and abide by "hands-free" laws.

- Please be courteous in the parking lots and remind your child to always follow safety rules. Sequoia Elementary definitely has a parking challenge, but everyone can help lessen the tension and ease the situation through cooperation.
- Kindergarten students should not be unattended. Parents should wait with their kindergarten student until they are picked up directly from the teacher at the pick up area. Kindergarteners are permitted to be dropped off when supervision is present.
- Students should not be dropped off before 8:00, as we do not have supervision until that time. Breakfast is served at 8:00am. Supervision begins at 8:00am and ends at 3:00pm (1:20pm on Wednesdays).
- It is the expectation and part of our Parent Agreement of Support that families arrange for students to be picked up on time each and every day. Repeated late pick ups will be considered a violation of the agreement and may result in your child being returned to their home school.

Attendance Policy

Regular school attendance is legally required and is very important to your child's school success. Studies show that students who have good attendance rates do better than students who miss a lot of school. A child who misses three or more days without a valid excuse or 18 school days during the year (even with an excuse) is considered a "chronic truant". Families with students who are on track to be "chronic truants" will meet with the principal at a Student Attendance Review Team meeting and if attendance does not improve, will meet with the district Student Attendance Review Board. The District Attorney's office may monitor cases of extreme truancy.

You must contact the Office within 72 hours (all doctor's notes must be provided within 72 hours also) of your child's absence, however, it is best to call as soon as you know your child will be absent, so that the office staff can notify his/her teacher.

All absences must be cleared. If a parent does not clear those absences, they will default to Truancies. Teachers and other staff members (including the Principal) cannot "clear" absences. Only the Attendance Secretary clears student absences.

If your child will be absent, please call the main office at (925) 935-5721, complete our online [Google Absence Form](#), or email the office at SequoiaElemAttendance@mdusd.org. Be sure to include your student's name, teacher, and reason for absence.

The District states that an EXCUSED ABSENCE is defined as:

1. Illness (mental or behavioral health included) or injury of the student which necessitates the absence of the student. This does not include absence due to illness or injury of the parents, siblings, or child of the student.
 - a. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.
2. Student attendance at a medical, dental, optometric, counseling (for mental or emotional issues) or chiropractic appointment. The appointment must be for the student, not for any other person.
3. Student

attendance at the funeral service of an immediate family member. A family member is defined as; mother, father, brother, sister, grandparent, any other relative living in the immediate household. Aunts, uncles, nieces, nephews and cousins are not immediate family members unless they live in the same household.

4. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)
5. Attendance at a naturalization ceremony to become a United States citizen (Education Code 48205)
6. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Observance of a holiday or ceremony of his/her religion (limited to one school day per holiday)

All absences for any reason not included under excused absences should be defined as unexcused. A family trip is not a reason to excuse a child from school. Excessive absences can result in your student's enrollment at Sequoia Elementary being revoked.

Student Illness

Keeping our students and staff healthy is a priority. Students must be fever, diarrhea, and vomit free (without medication) for a minimum of 24 hours before returning to school.

Requesting Homework for a Child out Sick

For absences not having official school approval (such as vacation, personal business, oversleeping, etc), the work may be made up at the discretion of the teacher. Please email your child's teacher directly and ask that the work be brought to the School Office for you to pick-up. Please return all schoolwork from absences to the teacher promptly to ensure your child does not fall behind on instruction.

Independent Study Contract

Short Term Independent Study is available for students who will be absent from school between 1-15 days and may be used in the event of vacation, short term medical leave, quarantine, isolation or other board approved reasons. Students are only allowed a maximum of 15 ISC days per year. Students are assigned work to be completed during the independent study contract period and it is due the first day back to school. Students are given credit once the work is returned to school and it is approved by the assigning teacher(s).

Parents must contact the office to receive a Short Term Independent Study Contract. It is the policy of Sequoia Elementary that parents notify the office and/or teacher at least 10 school days prior to their absence so that the teacher has enough time to plan for a Short Term Independent Study Contract.

Please click here for more info on [independent study information](#)

Assigned work must be completed and returned to the classroom teacher 5 days upon return to school in order to receive credit for the work.

Please note, Independent Study Contracts are not available the first and last 3 to 4 weeks of school.

Tardies

Students who arrive at school after the morning bell are tardy. Children who arrive at school late disrupt the class, the learning of others and equally important, experience undue personal embarrassment. Tardy students should report directly to the office for a tardy slip. Students are at a disadvantage when arriving late, class has started and they have missed important instruction. An excused tardy will be allowed for students arriving from a medical, dental, optometric, counseling or chiropractic appointment with a doctor's note. Excessive tardies can result in your student's enrollment at Sequoia Elementary being revoked.

Release of Student During School Hours

Please schedule your child's doctor, dental, and other appointments after school hours so your student does not miss school. If your child has an appointment during school hours, come to the office first to sign your child out. The office staff will then call the classroom to ask that your child be sent to the office. For your child's protection, it is our policy not to release your child to anyone other than the parent, emergency contact, or guardian without your written permission. The office staff may request to see identification. If parents/guardians need to drop something off for their child, come by the office and the staff will make sure your student gets the item.

Volunteering During School Hours

Parent involvement is one of the things that makes Sequoia so special. Parents are encouraged to volunteer in the classroom, library, and STEAM Lab. Volunteers are required to have a current TB test and fingerprinting. For security reasons, all parents and visitors are required to sign in at the school office and pick up a visitor's pass when they are volunteering or visiting any campus location. This is for our children's protection; please adhere to this policy. In addition, all parents who plan on volunteering on campus or participating in field trips must be TB tested and fingerprint cleared through the school district. For more information on what is required to volunteer and to submit your documents please visit the District webpage here

<https://www.mdusd.org/departments/human-resources/volunteers>

Younger siblings are not permitted in the classroom while volunteering.

Sequoia Parents Association (SPA) is an active group at Sequoia. SPA is a constant supporter of teachers, staff, and students through volunteerism and fundraising efforts.

Parents and family members are not permitted in the hallways at any time before checking in at the Office. Any visitors and/or volunteers must check in at the Office upon arrival.

Uninterrupted Class Time

Sequoia Elementary recognizes the importance of providing students with well-planned, sustained, uninterrupted instruction.

Class time is our most valuable commodity. Cooperation is needed to see that classroom disruptions are kept

to a minimum. Every message left for a child creates a disturbance for the teacher and all the children in the class.

Maximizing instructional time is a top priority. You can help by:

- Reviewing after-school plans with your child before he or she leaves for school.
- Reminding your child to take his or her homework, musical instruments and lunch when he or she leaves home.
- Writing a note to your child's teacher when necessary for him or her to leave school early. Children must be picked up in the school office where you sign them out, not at their classroom.
- When you need an appointment with a teacher, please email to arrange a time to meet.
- Reminding your child to check at the office during recess and lunch for forgotten items.

Please do not interrupt or take class time by:

- Trying to conference with the teacher as class is beginning or ending. Avoid unscheduled (“just a couple of minutes”) meetings. Appropriate information about your child can best be given when the teacher is prepared for your conference. Please respect teachers’ preparation time before and after school.
- Waiting for your child outside the classroom and/or peeking in the window.
- Having your child arrive late.
- Going into the classroom during class time to talk with the teacher.
- Coming to the classroom without checking in at the office.

Communication

The Staff at Sequoia Elementary wants to be sure that families are informed and up to date with information regarding class, school, and district events, opportunities to expand student and adult knowledge, and the progress of their students. We also want to hear from families about how our school is performing and the services we provide. Ask for help if you need it.

Examples of School to Home Communication:

- Classroom Announcements via [ParentSquare](#)
- Weekly Newsletters from Principal Campbell via ParentSquare
- “Robo-Calls” (phone/email messages about school events)
- School [Website](#)
- Sequoia Parents Association [webpage](#)
- Report Cards (Available on Homelink)

Ways to Contact Your Teacher, the Principal or other MDUSD Departments/Services:

- Visit or call the Office (925) 935-5721 (School staff, including teachers and the principal, are not available to meet immediately. Teachers are not available to answer phone calls during the school day).
- Send an email (The school website and Parent Square have the email addresses of most staff members. Emails should be answered within 24 hours)
- “District” Departments/Services (The MDUSD webpage has a “Contact Us” button or contact information for the Staff of each department under the “Departments” drop-down menu on the Home Page. You can also call (925) 682-8000 to reach the District phone system)
- Parent/Student Surveys (There are yearly surveys like the California School Parent Survey where

parent/guardians can give anonymous feedback about many areas of school function. Survey data is taken into account during the creation of the School Plan for Student Achievement)

Daycare

For on campus daycare before and after school please contact Natalie Rey at Dianne Adair Daycare. (925) 939-6336 or sequoia@dianneadair.org Dianne Adair is independently run (not a part of Sequoia/MDUSD) with a cost to participating families. Please complete the request online at: <https://www.dianneadair.org/>

Animals on Campus

The Board of Education recognizes that animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures (BP 6163.2). Animals may be brought to school for educational purposes only. Seeing-eye dogs and service dogs are the only dogs allowed on campus at any time without permission from the principal. All animals must be in safe and suitable cages, on a leash, or in an otherwise appropriate container.

Dress Code

Students are expected to dress in appropriate attire for school. Clothing that hinders or disrupts the learning process or impedes participation in Physical Education (PE) and recess activities are not acceptable. Attire should be clean and support the learning environment.

- For safety reasons students must remove hats and hoods when entering classrooms, offices, or MUR.
- Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.
- Students may not wear clothing that carries messages inappropriate for school (e.g., promoting drugs, alcohol, violence, gangs, explicit music or inappropriate video games).
- Students should wear footwear that allows them to run and participate in PE (no Crocs, slippers, sandals, backless shoes, or flip flops).
- Clothing must at minimum cover the areas of a traditional children's one-piece bathing suit. Shorts should have an inseam of at least 2".
- Students should not wear fragrances, colognes, perfumes, or other things that could trigger an allergy in other students or staff members.
- The Principal reserves the right to determine appropriate dress.
- Violations of the dress code will be handled with tact and courtesy and with the minimum disruption to the learning environment possible.

Students are encouraged to dress comfortably at all times, but dress and grooming choices should not be distracting or interfere with the educational process.

Parents will be contacted if there is a concern about inappropriate elementary school clothing being worn and will be asked to provide a change of clothing if needed.

NOTE: Please make sure to send a sweater/sweatshirt/coat with your child during cooler weather. It is essential that you label these items so that they can be returned to your student if they are left in the cafeteria, library, or on the playground. The Lost & Found is in the MUR.

Homework Policy

Homework can be an important part of your child's education. It can provide practice on material that has been taught already, teach the importance of study skills, and can help teach responsibility and organization of time and materials. Homework can also provide parents/guardians with a view of what their children are responsible for learning. Families should supplement school-assigned homework with games and other activities that support thinking and discussion. Talk with your child's teacher if you have concerns regarding their homework policy. At Sequoia Elementary, teachers and grade levels have various procedures for assigning, collecting, and grading homework. Before leaving class for the day, your child should be sure he/she has everything they need to complete the homework. It is a good idea for your child to find someone in the class to exchange phone numbers with to call for homework directions.

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.

1st through 3rd Grade 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.

4th and 5th Grade 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

After Hours Entry to Classrooms

Once the school day has concluded and the teacher leaves the classroom, entry back into the classroom is not permitted for any reason.

Lost and Found

Please label all student outerwear (sweaters, sweatshirts, hats, gloves, jackets, etc.), backpacks, lunch containers, and beverage containers with the child's first and last name. Lost or left behind items can be reunited more easily when labeled properly. Any items without names will be collected and left in our Lost and Found located inside the Multi-Use room. Items unclaimed at the end of each month will be donated to charity.

Birthdays

Teachers have specific practices and routines for celebrating birthdays. Please make arrangements ahead of time with your child's classroom teacher if you would like to provide something in celebration of your child's special day. Food items are not allowed as birthday treats. We know this can be disappointing but to help promote health and wellness and be considerate of food allergies and medical needs we ask that only non food items be sent to celebrate birthdays. Some ideas students love are reading and/or donating a book to the class, pencils, stickers, arts and crafts etc.

We kindly ask that all birthday decorations, balloons, gifts, etc be reserved for the home environment so they do not interfere with instruction.

To avoid hurt feelings, students may not distribute home birthday party invitations during the school day, unless all students in the class are invited. Please email your teacher if you have any questions.

Breakfast and Lunch Program

All students are offered breakfast and lunch free of charge daily.

If you choose to send your child with a home-made lunch or snack instead of utilizing the free school lunch program, please remember that healthy nutrition plays a crucial role in learning. It's important to consume a well-balanced diet that includes a variety of fruits, vegetables, whole grains, lean proteins, and healthy fats. Please also be mindful of portion sizes and only send your child with individual servings; chips, cookies or other items that come in larger bags should be packed in individual containers or ziplock bags. In helping your child develop healthy eating habits, the following items are not allowed at school: candy, gum, soda and energy drinks.

Personal Items

Personal items, sports equipment, stuffed animals, trading cards and electronic equipment are not to be brought to school. The school is not responsible for any lost, stolen or damaged personal items. Personal items brought from home may be confiscated and turned into the office. Parents must pick up the items from the office. This includes toys and balls. Please have your students leave their toys, stuffed animals, and make-up at home.

Cell Phones and Electronic Device

Phone-Free Schools Act (AB 3216) states that all school campus need a policy to limit or porhibit the use of cell phones on campus. We recognize that parents provide their children with cell phones and smartwatch devices for safety reasons like walking to and from school. Therefore, we understand that students may bring their devices to school. However, all personal devices must be in a backpack and not visible during the school day. Because cell phones often cause disruption of the educational process and are sometimes lost, stolen, or damaged, it is encouraged to leave devices at home whenever possible. Students may use the phones in the office if they need to reach a family member during school hours.

Mobile communication devices shall be turned off and placed in a basket provided by teachers during instructional time or left in the backpack. However, a student shall not be prohibited from possessing or using a

mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
 2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
 3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
 4. When the possession or use is required by the student's individualized education program
- Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Field Trips

Field trips are a valuable part of our educational program. They enhance our course of study and are to be viewed as a regular school activity. Your child cannot participate without a signed permission slip for each trip. Unless specifically asked for, it is not permissible for children to bring money on field trips and teachers cannot be held responsible if money is brought.

Prior to field trips, notices are sent home stating particulars such as cost, time involved, lunch arrangements and deadlines for the return of permission slips and cost.

All field trips need chaperones, as classes are divided into smaller groups for adequate supervision. Field trip chaperones need to strictly follow the school's guidelines on behavior and supervision. Group chaperones should not provide any special treats for their particular group. Chaperones are required to stay with their group at all times.

Chaperones must be 18 years old or older, a relative of the child, and may not bring along guests, siblings, or younger children. All chaperones must be cleared to volunteer by the District prior to the field trip.

Parents should also be assigned as a chaperone if they are to be on the field trip. Parents are not permitted to just show up at the field trip location without prior authorization. This is primarily due to the importance of a clear line of supervision and for the safety of the students.

Children always remember their field trip experiences and we all want a positive educational experience for them. We know this can be accomplished by following the teacher's guidelines and deadlines for a smooth trip experience.

Children might not be able to attend a field trip if they violate a behavior contract. Parents will be notified. In some instances, private vehicles may be used instead of a school bus. If you are a driver, you will need

to provide proof of adequate insurance.

Parent Drivers

In order for parents to drive on field trips, prior to the trip they must:

1. Fill out the private car information form found on the MDUSD website.
2. Be cleared to volunteer by the District
3. Complete and obtain Level 3 clearance through the District. You will need to provide your drivers license and insurance declaration forms.

Parents are not allowed to sign-out their child from the field trip location. Upon the classes return to school from a field trip, parents may sign their student out of school for an excused reason but students should not leave school for an unexcused reason after a field trip. Anytime a student is signed out of school it does affect their attendance.

Report Cards and Conferences

All elementary schools in the Mt. Diablo Unified School District has a twelve-week report card period (three trimesters in a year). Report cards are available following the end of the first trimester in November, second trimester in March and on the last day of school.

All students will have a parent-teacher conference in the fall. These 20-minute check-ins are vital to helping your student maintain academic success. Please be on the lookout for communication from your child's teacher to schedule the meeting. Translators are available if needed, please let your teacher know when you schedule your conference and what language you need. The school will be on a Wednesday schedule for the entirety of the two conference weeks.

STUDENT SERVICES

CARE Team

Some concerns or questions about student academic, behavioral, or social emotional well-being are deeper and need more support to solve. The Campus Assessment, Response and Education (CARE) Team may be called upon to help find solutions for concerns that cannot be resolved by the teacher or principal alone. The CARE Team meets regularly to discuss and make plans to provide additional student support when needed. Ask for help from your teacher to complete the referral form.

Student Success Team (SST)

The Student Success Team is a partnership between the school and home that uses a problem-solving approach to help students be more successful in school. Typically the CARE Team will refer students to SST however parents can also request a SST for their child who is struggling to succeed in school. The SST includes the family, the student's teachers, the school administrator, and others who may know the student or have expertise to address the area of concern, such as the school psychologist, resource teacher or counselor.

The team reviews the student's strengths and areas of concern, as well as developmental history, grades,

attendance history, health, assessment data, and current interventions. The team will develop an action plan to help support the student. The team may also refer students to a Section 504 Plan or Special Education Assessment.

Section 504 Plan

Students who a) have, b) have a record of having, or c) are regarded as having an identified disability and/or physical or mental health condition that interferes with a major life activity may be eligible to receive an Section 504 Plan. A Section 504 Plan provides accommodations to ensure a student has full access to the educational program. Students can be recommended for evaluation for eligibility by the CARE Team or parent.

More information, including Parents' Rights, can be found on the MDUSD website:

<https://www.mdusd.org/families/student-services/section504>.

instruction in leveled groups for at least 30 minutes daily. In addition, all teachers have received specialized training to support the acquisition of English throughout the instructional day

English Language Development Program (ELD)

Students, whose primary language is not English, receive English Language Development instruction. This instruction is delivered by teachers who will be addressing each child's needs. The classroom teacher and formal assessments of their English Language determine the needs of the students.

Counseling

We offer short-term individual and small group counseling services provided by a School Counselor. Students may be referred by staff members or parents. Our School Counselor also facilitates classroom workshops focused on bullying prevention, conflict resolution, self-regulation, and other topics.

Immunizations and Medication

California State Law requires that all students must have proof that they have received the required immunizations to enroll in California schools. Students may not attend any school or school program unless an immunization record is presented and immunizations are up to date. The School Nurse will work with families to get the necessary immunizations, but students that are not immunized after families have been informed may be blocked from attending school.

The administration of medication (prescription and/or nonprescription "over the counter" medications) 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 Administer Medication During School Hours](#)" form must be submitted annually to the school and signed by the health care provider and the parents/guardians. It must also be approved by the school principal. All medications must be provided in the original container with a label that lists the student's name, the name of the medication, the dosage, and the time it is to be administered. Approved medications will remain in the School Office. Students may not carry any medication, including items such as cough drops and ointments, without consent from their healthcare provider, parent/guardian, and the District Nurse.

Library and Textbook Care

Library books and textbooks used in class are loaned to students at no cost. However, students are to respect school property and are responsible for lost or damaged books. If a book is lost or damaged, a fee will be applied. If the fee is not paid, the student's privileges and end of the year activities may be revoked until the fees have been paid. If a lost book is found, the fee will be refunded.

Technology Use

Sequoia Elementary provides students with many opportunities to use various technologies to develop learning skills. Students are trained to use the equipment carefully and wisely so as not to damage it or waste valuable learning time. All students must turn in a parent-signed Acceptable Use Policy before they are allowed to use any online technology.

All students in grades 2-5 will have a Chromebook issued to them and are able to take the devices home whenever needed. We encourage you to purchase the insurance offered through MDUSD. To sign up for Securranty insurance, please go to <https://securranty.com/mdusd>. Families will be held responsible for any damaged or lost Chromebook equipment.

Privately owned devices like tablets, watches, and gaming equipment are not allowed to be used or visible during the school day. School staff has the right to confiscate all personal devices that are visible on campus during school hours.

Emergency Drills

Emergency drills are held monthly. Students practice safe evacuations in the event of an earthquake, fire or other need to be out of the school buildings or grounds as well as a lock down. Students will ONLY be released to those listed on the Emergency Release Information Forms. In the event of an area disaster or a school evacuation event, parents are asked not to drive to the front of the school parking lot. All areas must be left clear for emergency responders and vehicles.

Emergencies and Safety

The school principal is entrusted with the overall responsibility for the safety and welfare of all students and staff attending that school. The principal has the authority to assign certificated or classified staff to perform required duties at assigned stations during an emergency. In addition, the principal is responsible for making sure that students practice regular drills in order to ensure their safety during a true emergency.

A major responsibility of our staff is to provide immediate aid and comfort following a major earthquake or other disaster, protect the students from hazards in the school, keep track of each student, and minimize confusion.

Children will be released to parents or to authorized adults as soon as possible. You can be assured that staff will remain at school until all students are safely released.

It is important for parents to be aware of what they should do in case a major disaster occurs during school hours. Our biggest challenge other than injuries will be to control panic. Please review the guidelines

below.

Parent Guidelines

There are many ways in which you can make the difference between chaos and safety. Please be assured that everything possible is being done to care for your child at school.

- **REMAIN CALM** - It is of the utmost importance that you remain calm. The reaction of the adults will help determine the reaction of the children to a major disaster.
- **HOME** - Care for yourself and own home first. Your child will be cared for until you or an authorized person comes to get him or her.
- **TELEPHONE** - **DO NOT** call the school. We will need to keep our phone lines clear for emergency information. Listen to the radio for reports on conditions. Check Parent Square regularly for updates to families.

Positive Behavioral Intervention Support

PBIS OVERVIEW

PBIS focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavioral expectations and then recognize the positive behaviors shown by students.

Our PBIS implementation is focused on clearly defined expectations, research-validated practices, supportive administrative systems, and information for problem-solving behaviors. All staff members at Sequoia Elementary School will establish regular, predictable, positive learning and teaching environments. The staff members will serve as positive role models to students as they teach expected school behaviors. Our school will also be utilizing a system for recognizing and rewarding expected behaviors. By improving the school environment, we work to increase learning time and promote academic and social success for every student. Your feedback matters at Sequoia Elementary School! Please take time to let us know how we can improve. You can also share concerns, voice opinions, and offer your ideas. We also love to hear successes and positive praise! We need and want your support to make Positive Behavior Interventions and Supports a success at Sequoia Elementary School. Thanks in advance, for your time and efforts!

BEHAVIOR EXPECTATIONS

Sequoia Elementary will be focusing on 3 clear school-wide behavioral expectations

Sequoia STARS

- 1) Take Responsibility
- 2) Are Always Kind
- 3) Respect Others. Today is your day to SHINE

These rules are posted throughout school. By following the STAR expectations, Sequoia students SHINE as STAR students. These rules teach life skills that encourage students to grow into productive citizens in their communities. We encourage parents to use the same language at home as well.

All staff and students in the school are expected to know the school-wide rules. Schools will be evaluated twice per

year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that all staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture. Mt. Diablo School Unified District has started to implement PBIS in most 18 grade levels throughout the district. Sequoia Elementary School hopes to increase consistency across staff, students and parents in creating a positive learning environment and school culture.

PBIS COMMITTEE TEAM

The PBIS Committee consists of one teacher from each grade level, the school administrator and a parent representative that meets on a monthly basis. PBIS Committee representatives attend district PBIS meetings and PBIS Coordinator's meetings monthly.

3 TIERS OF SUPPORT

School-Wide Systems for Student Success: Conceptual Model of PBIS



TIER 1- School wide support for all students by establishing positive learning and teaching environments using our behavioral matrix throughout the school. Teachers will provide interesting and engaging instruction aligned with student's needs and interests. Teachers and Staff will praise immediately by naming positive behavior observed and students can earn STARbucks. Our main focus for Tier 1 support is to focus on relationship building. Positive teacher-student 11 relationships supports student adjustment to school, contributes to social skills, promotes academic performance, and fosters students resiliency in academic performance.

Universal Interventions

- Address Sequoia Elementary School Behavior Matrix In All Settings throughout the school year
- Intercom messages: Morning Greeting and STAR Message
- PBIS Assembly
- IB Learner Profiles

- STARBucks
- Positive Reinforcement (Verbal Recognition and Praise)
- PBIS Classroom Meetings
- Classroom TIER I Interventions Tier I interventions are provided for students in the general education classroom who need some additional instruction or support. These can include but are not limited to differentiated instruction in small groups and consistent communication with parents as we partner to support student growth and development.

TIER II- Tier II identifies students who need additional support and offer supplemental targeted interventions. CARE Team referrals are completed by teachers in partnership with parents. The CARE Team reviews specific data concerning students and works with teachers in order to provide appropriate interventions for students. All data is shared with stakeholders that work with identified student(s) and together, we will implement interventions as appropriate.

Some Interventions Implemented:

- Everything in Tier 1
- Care Team referral
- Student Success Team
- Check-in/Check-out Care

Team consists of:

- Principal
- School psychologist
- Reading intervention specialist
- School counselor
- Speech pathologist
- Resource specialist
- School Nurse *
- Occupational Therapist *

* Attends if a student needs specific support.

TIER III - Intensive intervention for students that may include the following Some Interventions Implemented ● Continued supporting using Tier 1 & Tier 2

- Behavior Support Plans
- Behavior Contracts
- Administrative Support

PARENTS ROLE IN PBIS

By working together, we can reinforce the necessary skills for productive citizenship. Home and school communication is a must when it comes to providing a consistent environment with high, but reasonable expectations. Your help with PBIS is very important and your support sends an important message to your child that we are working together as a team to help him/her be successful in school. We ask that you support the schools expectations in the following ways:

1. Please spend time reviewing the STAR behavior expectations with your student and remind them each day before he/she leaves for school:

Sequoia STARS

1) Take Responsibility

2) Are Always Kind

3) Respect Others. Today is your day to SHINE

2. Our system is consistent and predictable so if your student has earned a consequence please support the decision and do all you can to have your student take responsibility for his/her actions. Your student will be told the reason for the consequence and he/she should be able to tell you what occurred. If you have any questions regarding the situation please speak with your child(s) teacher or any school administrator.

3. When your student arrives home from school, talk with them about their day and ask if their behavior was acknowledged with a STAR buck. Ask your student what they did to earn a STAR buck. Please offer your student extra praise and reinforcement for these behaviors.

4. If your student did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.

5. You might try to use the same language at home. You might even add additional behavior expectations for your home.

STUDENT RECOGNITION SYSTEM

School Wide incentives encourage and praise positive behavior. Students will be awarded “StarBucks” by staff for making wise choices. Once a week, the Star Store will be open where students can trade in their Starbucks for the incentives below. Prizes are cumulative. The Star Store Shopkeeper will keep a record of the number on StarBucks turned in. Once a student reaches 100, s/he is invited to a Celebration party. After 100 StarBucks are turned in, students begin the incentive choices again.

Sequoia Parents Association

The Sequoia Parents Association (SPA) is a fundraising and planning organization run entirely by Sequoia parents and guardians — just like you. SPA pays for certain teacher positions, counselors, supervisors, homework planners for all students, educational software (such as iReady), safety equipment, playground equipment, and classroom supplies — to name just a few things. We also plan and organize events, enrichment activities, and other social programs for the community. We partner with you, our community, to provide these programs both financially and through volunteerism. There is no shortage of opportunities to help Sequoia Elementary! Come to our monthly meetings or reach out to us (contacts below) if you’d like to help.

SPA holds monthly meetings, typically on the 2nd Monday of each month at 7pm on campus. Meeting dates and times are subject to change, so check the school website [for updates](#). The school marquee will provide updated information if a meeting date is changed, as well.

All parents are members of SPA and are encouraged to attend our meetings and find ways to get involved!

Parent Information Packet

Sequoia Elementary follows all procedures and protocols outlined in the Parent Information Packet (PIP) written by the Mt. Diablo Unified School District.