

PARENT INFORMATION PACKET

2026-2027

MT. DIABLO UNIFIED SCHOOL DISTRICT

Mt. Diablo Unified School District

This Parent Information Packet (PIP) includes information about District administration, school sites, parent/guardian rights and responsibilities, and District programs and services.

For the most current information, please visit
www.mdusd.org

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Mt. Diablo Unified School District

2026 - 2027 Notice to Parents

REGARDING FEDERAL LAWS AND EDUCATION CODE EXCERPTS RELATING TO RIGHTS OF PARENTS/GUARDIANS OF MINOR PUPILS

Dear Parents/Guardians:

California Education Code section 48980 requires school districts to provide notice at the beginning of the first semester or quarter of the regular school term regarding the rights of parents/guardians of minor pupils under Education Code sections 32390, 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, Article 9 (commencing with section 49510) of Chapter 9, and section 48206.3.

California Education Code section 48980 requires school districts to provide notice at the beginning of the first semester or quarter of the regular school term regarding the rights of parents/guardians of minor pupils under Education Code sections 32390, 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, Article 9 (commencing with section 49510) of Chapter 9, and section 48206.3.

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

Governing Board

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President

Keisha Nzewi
Vice-President

Brian Lawrence
Thomas McDougall
Linda Mayo

Superintendent

Adam Clark, Ed.D

In the Mt. Diablo Unified School District (MDUSD), it is our goal to promote a safe, healthy, challenging, and inclusive learning environment that supports intellectual growth and creativity. To do this, we want all members of our school communities to be aware of the policies, programs, and resources that support student well-being and achievement.

I encourage you to review this Parent Information Packet (PIP). It includes districtwide expectations, parent/guardian resources, and important school forms.

Please review this information carefully and return any applicable forms to your school. We hope this packet will strengthen the partnership between home and school.

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

Sincerely,

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

Mt. Diablo Unified School District
James W. Dent Center
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MDUSD IX NON-DISCRIMINATION STATEMENT

The Mt. Diablo Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics. Questions, concerns, or complaints regarding compliance with Title IX student or employee issues, please contact our Human Resources Department at 1936 Carlotta Drive, Concord, CA 94519, by phone (925) 682-8000. Questions, concerns or complaints regarding harassment, discrimination, intimidation and bullying, please contact the Equity Compliance Officer, Kristy Avila, Title IX Coordinator/Civil Rights Officer, at 1936 Carlotta Drive, Concord, CA 94519, by phone (925) 682-8000, or email at equity@mdusd.org. “Smoking and the use of all tobacco products is prohibited within any district building, facility, or vehicle. In addition, smoking and the use of all tobacco products is prohibited on district grounds.”

Equity Policy BP 0415

On January 18, 2023, the Governing Board revised Board Policy 0415 to expand and more clearly define the District's equity policy and philosophy.

Board Policy 0415 was developed, in large part, to recognize the diversity within the Mt. Diablo Unified School District (MDUSD), including students, employees, and the larger community. To read the policy in its entirety, please visit the MDUSD Board Policy website.

Local Control and Accountability Plan (LCAP)

As required by the Local Control Funding Formula (LCFF) and Education Code sections 42103, 42127, and 52062, all school districts must develop a three-year Local Control and Accountability Plan (LCAP).

The LCAP must be updated annually, aligned to the eight state priorities, and describe the District's overall vision for students, annual goals, and the specific actions the District will take to achieve that vision and its achievement targets.

In addition, the LCAP describes how the District's budget will support these goals and how the District will assess each year whether the strategies in the plan improved student outcomes.

MDUSD's LCAP addresses college and career readiness, professional learning, parent and community engagement, and targeted support for special populations. These student groups include foster youth, students experiencing homelessness, multilingual learners, long-term multilingual learners, low-income students, and students with IEPs.

Council members, advisory groups, and school sites have facilitated meetings with key stakeholder groups to provide opportunities for staff, students, and community members to give input on the District's instructional program.

For more information about the LCAP, including the most current Board-approved plan, please visit:
https://www.mdusd.org/families/local-control-accountability-plan

DISTRICT & SCHOOL DIRECTORIES



District Directory

DEPARTMENT	PHONE	EXT
Adult Education	925-685-7340	
CARES After School Expanded Learning Program	925-685-1011	x62035
Assessment, Research & Evaluation	925-682-8000	x40305
Benefits	925-682-8000	x40106
Business Services	925-682-8000	x40015
Child Welfare & Attendance	925-685-1011	x62008
Educational Services	925-682-8000	x40330
Elementary School Support	925-682-8000	x40316
Enrollment Services	925-685-1011	x62050
Fiscal Services	925-682-8000	x40221
Food & Nutrition	925-682-8000	x3775
Home and Hospital	925-682-8000	x3071
Human Resources	925-682-8000	x40101
Legal Counsel	925-682-8000	x40007
Mail Services	925-682-8000	x40012
Maintenance, Operations & Facilities	925-682-8000	x3804
Middle/High School Support	925-682-8000	x40312
Multilingual Education	925-685-1011	x62017
Strategic Supports & Interventions	925-685-1011	x62001
Risk Management	925-825-8000	x40006
Special Education	925-682-8000	x40401
Student Services	925-682-8000	x40328
Superintendent's Office	925-682-8000	x40000
Support Office for Access and Resources (SOAR)	925-685-1011	x62042
Information & Technology	925-682-8000	x40902
Transportation	925-825-7440	x3710

School Directories

ELEMENTARY SCHOOL SITES			
Ayers	925-682-7686	Jennifer McCullough	mccullloughj@mdusd.org
Bancroft	925-933-3405	Linda Flynn	flynnl@mdusd.org
Bel Air	925-458-2606	Tamekia McCauley	mccauleyt@mdusd.org
Cambridge	925-686-4749	Joanne Wathen	wathenj@mdusd.org
Delta View	925-261-0240	Joseph Bruno	brunoj@mdusd.org
El Monte	925-685-3113	Sara Nowinski	nowinskis@mdusd.org
Fair Oaks	925-685-4494	Amy Monaghan	monaghana@mdusd.org
Gregory Gardens	925-827-3770	Kathleen Koontz	koontzk@mdusd.org
Hidden Valley	925-228-9530	Jennifer Tosi	tosij@mdusd.org
Highlands	925-672-5252	Carrie Nerheim	nerheimc@mdusd.org
Holbrook	925-685-6446	Silvia Orellana	orellanas@mdusd.org
Meadow Homes	925-685-8760	Leah Dubinsky	dubinskyl@mdusd.org
Monte Gardens	925-685-3834	James Stewart	stewartj@mdusd.org
Mountain View	925-689-6450	Julian Urmson	urmsonj@mdusd.org
Mt. Diablo	925-672-4840	Sara Harris	harriss@mdusd.org
Pleasant Hill	925-934-3341	Adria Ibarra	ibarraa@mdusd.org
Rio Vista	925-458-6101	Janis Heden	hedenmotolaj@mdusd.org
Sequoia	925-935-5721	Stacy Campbell	campbells@mdusd.org
Shadelands	925-685-3533	Jenny Vargas	vargasj@mdusd.org
Shore Acres	925-458-3261	Lisamarie Gascot Reyes	gascotreyesl@mdusd.org
Silverwood	925-687-1150	Kai Dwyer	dwyerkn@mdusd.org
Strandwood	925-685-3212	Leif Utler	utlerl@mdusd.org
Sun Terrace	925-682-4861	Sheila McCumbers	mccumbers@mdusd.org
Sunrise	925-687-0202	Jenny Vargas	vargasj@mdusd.org
Valhalla	925-687-1700	Theodora Pappas	pappast@mdusd.org
Valle Verde	925-939-5700	Mignon Perkins	perkinsm@mdusd.org
Walnut Acres	925-939-1333	Nicole Berglund	berglundn@mdusd.org
Westwood	925-685-4202	Nancy Klinkner	klinknern@mdusd.org

Woodside	925-689-7671	Madyson Benz	benzm@mdusd.org
Wren Avenue	925-685-7002	Tiffany Jones	jonestl@mdusd.org
Ygnacio Valley	925-682-9336	Nicole Kitchen	kitchenn@mdusd.org
MIDDLE SCHOOL SITES			
Diablo View	925-672-0898	Vicki Wilson	wilsonv@mdusd.org
El Dorado	925-682-5700	Jeanne Johnson	johnsonjm@mdusd.org
Foothill	925-939-8600	Crystal Stull	stullc@mdusd.org
Oak Grove	925-682-1843	Alejandro Ramos	ramosa@mdusd.org
Pine Hollow	925-672-5444	Andrew Strawbridge	strawbridgea@mdusd.org
Pleasant Hill	925-256-0791	Terry McCormick	mccormickt@mdusd.org
Riverview	925-458-3216	Veronica McLennan	mclennanv@mdusd.org
Sequoia	925-934-8174	Douglas Corbin	corbind@mdusd.org
Valley View	925-686-6136	Ethel Burton	burtone@mdusd.org
HIGH SCHOOL SITES			
College Park	925-682-7670	Ronald Richardson	richardsonron@mdusd.org
Concord	92-687-2030	Julene MacKinnon	mackinnonj@mdusd.org
Mt. Diablo	925-682-4030	Markell McCain	mccainm@mdusd.org
Northgate	925-938-0900	Kelly Cooper	cooperk@mdusd.org
Ygnacio Valley	925-685-8414	Amanda Loushin	loushina@mdusd.org
ALTERNATIVE EDUCATION PROGRAMS			
College Now	925-682-8000, x4011	Susan Hartwig	hartwigs@mdusd.org
Crossroads	925-689-6852	Coleen Martin	martincd@mdusd.org
Horizons	925-682-8000, x3950	Charles Harrington	harringtonc@mdusd.org
Olympic	925-687-0363	Courtney Lyon	lyonc@mdusd.org
Prospect	925-687-0991	Charles Harrington	harringtonc@mdusd.org
Adult Education	925-682-8000, x6710	Elaine Alvite Eric Wood	alvitee@mdusd.org woode@mdusd.org

Traditional school settings may not be the best fit for all students. To meet a range of student needs, the District offers alternative education programs for students in grades K–12. The following is a list of alternative programs currently available. For more information about student eligibility and program services, please call the telephone numbers listed below.

PROGRAM	ELIGIBLE STUDENTS	PHONE	WEBSITE
Eagle Peak Charter	Grades 1-8	925-676-2044	eaglepeakmontessori.org
Home and Hospital	Medically required, 2 week minimum	925-685-1011, x62016	Home and Hospital
Crossroads High	Pregnant/Parenting Teens Grades 9-12	925-689-6852	crossroads.mdusd.org
Olympic High	Credit recovery for 16-18 year old students in 10th, 11th, or 12th grade	925-687-0363	olympic.mdusd.org
Prospect	Credit recovery for 16-18 year old students in 10th, 11, or 12th grade	925-671-1792, x3999	prospect.mdusd.org
Horizons: Home Study	Grades 1 - 8	925-671-1792, x3950	horizonscis.mdusd.org
Loma Vista Adult Ed	Grades 10-Adult	925-685-7340	mdae.mdusd.org
College Now	Dual Enrollment with Diablo Valley College (Grades 11-12)	925-696-2524	College Now Program

Before and After-School Child Care Providers

(LOCATED ON SCHOOL PREMISES)

SCHOOL	PROVIDER	PHONE
Ayers Elem.*	Dianne Adair Day Care	925-671-4922
Bel Air	Sunny Brook	925-709-6000
Bancroft*	Dianne Adair Day Care	925-938-4063
Delta View	Boys and Girls Club	925-682-8000 x84234
El Monte	Dianne Adair Day Care	925-682-5060
Gregory Gardens	Pleasant Hill Park & Rec."Kidstop"	925-680-5298
Hidden Valley	YWCA	925-374-2838
Highlands*	Dianne Adair Day Care	925-672-6144
Monte Gardens	Dianne Adair Day Care	925-356-2343
Mountain View*	YMCA	925-609-7971
Mt. Diablo Elem.*	Clayton Community School	925-672-0388
Pleasant Hill Elem.*	Dianne Adair Day Care	925-938-3043
Rio Vista	Right at School	925-580-4168
Riverview	CARES Center	925-261-9712
Sequoia Elem.*	Sequoia Day Care	925-939-6336
Shore Acres	Lads and Lassies	925-709-6000
Silverwood	Boys and Girls Club	925-687-1150 x86751
Strandwood*	YMCA	925-674-1662
Valhalla*	YMCA	925-674-1676
Valle Verde*	Valle Verde Children's Center	925-944-5255
Walnut Acres*	Walnut Acres Children's Center	925-932-0507
Westwood	Hokali	925-685-4202 x85121
Woodside	YMCA	925-689-7671
Ygnacio Valley Elem.	After School Program (CARES)	925-682-9336 x85525

*Paid program sites not partnered with the ELOP program

CARES EXPANDED LEARNING PROGRAMS - LOCATIONS

Phone: 925-691-0351 **Fax:** 925-691-1447 **Email:** caresasp@mdusd.org

Bel Air Elementary

Cambridge Elementary

Delta View Elementary

El Dorado Middle

El Monte Elementary

Fair Oaks Elementary

Gregory Gardens Elementary

HIdden Valley Elementary

Holbrook Language Academy

Meadow Homes Elementary

Monte Gardens Elementary

Mt. Diablo High

Oak Grove Middle

Rio Vista Elementary

Riverview Middle

Shore Acres Middle

Silverwood Elementary

Sun Terrace Elementary

Westwood Elementary

Woodside Elementary

Wren Ave Elementary

Ygnacio Valley Elementary

Ygnacio Valley High

Parent Quick Guide

This quick guide is designed to help you find important information quickly. Refer to the sections listed below for more details.

Enroll your student	**Section 3: Enrollment & Registration**
Find your assigned school	**Section 3: Enrollment & Registration**
Request a transfer	**Section 3: Enrollment & Registration**
Report an absence	**Section 4: Attendance**
Request Independent Study	**Section 4: Attendance**
Get help with attendance concerns	**Section 4: Attendance**
Understand grades and report cards	**Section 5: Academics & Curriculum**
Learn about graduation requirements	**Section 5: Academics & Curriculum**
Find academic or counseling support	**Section 6: Student Programs & Services**
Learn about Special Education or Section 504	**Section 6: Student Programs & Services**

Explore alternative education programs	**Section 6: Student Programs & Services**
Review health requirements (immunizations, medication)	**Section 7: Health & Safety**
Report bullying or safety concerns	**Section 7 & 8: Health & Safety; Student Behavior & Discipline**
Understand discipline policies	**Section 8: Student Behavior & Discipline**
Learn about your rights and District policies	**Section 9: Annual Legal Notifications**
Find school calendars and additional resources	**Section 10: Additional Resources & Information**

Need more help?
Please contact your school site or the District office for assistance.



ENROLLMENT & REGISTRATION



Enrollment & Registration

In this section, you will find information about how to enroll a student in the Mt. Diablo Unified School District (MDUSD), required documents, and transfer options.

How to Enroll a Student

MDUSD welcomes all students and families to the District. To enroll a student, please complete the following steps:

Step 1: Find Your Resident School

To locate your assigned school, use the District's School Finder tool.

Step 2: Review Enrollment Requirements

Before beginning enrollment, please review the following:

- Age requirements for grade-level placement
- Immunization requirements
- Documents needed for address verification
- Other required documents

Step 3: Complete Online Enrollment

Complete the Aeries Online Enrollment process.

- Print or save your Aeries Online Enrollment Summary after submission
- Students will be pre-enrolled at their school of residence.
- Students currently enrolled in Transitional Kindergarten (TK) do not need to re-enroll
- Previously enrolled students do not need to complete online enrollment again

For returning students, please provide updated:

- Address verification
- Immunization records (if applicable)
- Any additional required documents

Step 4: Register at the Enrollment Center

After completing online enrollment, bring any required documents to the Enrollment Center:

Enrollment Center
1026 Mohr Lane
Concord, CA 94518
(925) 685-1011 ext. 62050

Please bring any documents that were not uploaded during online enrollment, including:

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

Address Verification

To verify residency within the Mt. Diablo Unified School District (MDUSD), parents/guardians must provide documentation that confirms their current address.

The District requires **three (3) original documents** showing the parent/guardian's name and current residential address.

Acceptable Proofs of Residency

Documentation must be current and may include a combination of the following:

1: Parent/Guardian Picture ID
A parent/guardian must provide one of the following:

- Current California State Driver's License
- Current California ID Card
- Valid passport or consulate-issued picture ID

2: Primary Residency Documents
A parent/guardian must provide two of the following original documents with the parent/guardian's name and address:

- Property tax payment receipt must include homeowner's exemption
- Rental property contract/lease and payment receipt
- Utility service contract, statement, or payment receipt
- Pay stub
- Voter registration
- Correspondence from a government agency
- Official government correspondence

- Official military orders for a transfer or pending transfer to a location within District boundaries (no additional verification required) *AB 1412*

All documents must show the parent/guardian's name and the same residential address.

Residency Requirements

- The address provided must be the **primary residence** of the student and parent/guardian
- Post office boxes (P.O. boxes) are not accepted as proof of residency
- Documents must be **original or official copies** (photocopies may not be accepted unless verified)

MDUSD may use a 3rd party, online, verification tool that uses both public and privately sourced information in order to verify residences.

Shared Residency (Living with Another Family)

If a family is living with another individual or family, additional documentation is required.

Parents/guardians must provide:

- A completed **Affidavit of Residency**
- Proof of residency from the homeowner or leaseholder
- Additional verification documents as required by the District

The District may require both parties to be present to complete the verification process. An Affidavit of Residency is only valid through the academic year in which it is signed.

Verification and Review

If a District employee reasonably believes that a parent/guardian has provided false or unreliable evidence of residency, the District will take steps to verify whether the student meets residency requirements. Verification methods may include, but are not limited to, a review by the Child Welfare and Attendance Liaison, a home visit, the use of a private investigator, and/or the use of online address verification tools. This 3rd party, online, verification tool uses both public and privately sourced information in order to verify residences.

Students Enrolling with Existing IEPs

MDUSD will coordinate with the parent/guardian and the prior school (within the U.S.) to facilitate the timely receipt of student records including the most up to date

Individual Education Program (IEP) and any related documentation. The District may upon enrollment, use unofficial records provided by the parent/guardians as the basis for the design and implementation of services until official records are received. The District will immediately adopt the previously existing IEP or develop, adopt, and implement a new IEP within 30 days of arrival. (Ed Code §§ 48204.3 and 56325(b).)

Questions or Assistance

For questions about residency requirements or acceptable documentation, please contact Enrollment Services at (925)685-1011 ext. 62050 or enrollment@mdusd.org.

California Youth Behavioral Health Initiative (CYBHI) - Fee Schedule

The California Youth Behavioral Health Initiative (CYBHI) allows public schools to receive reimbursement from health plans and insurers for eligible mental health services provided to students.

Under this program:

- Mental health services provided in a school-linked setting may be billed to a student's health plan or insurer, including Medi-Cal
- There are no out-of-pocket costs to families for covered services (e.g., co-payments or deductibles)

To support the District in obtaining reimbursement, parents/guardians are requested to complete the CYBHI consent form:https://forms.gle/xGWxC4R4MGssXSAd7.

Additional information is available on the District website: https://www.mdusd.org/families/studentservices/california-youth-behavioral-health-initiative-cybhi

Intradistrict Transfers

In this section, you will find information about the Mt. Diablo Unified School District (MDUSD) intradistrict open enrollment process, including eligibility, application timelines, and priority criteria.

Intradistrict Open Enrollment

The District has established an open enrollment policy that allows parents/guardians who reside within the District to apply to enroll their student in any District school that has available space, regardless of the student's residence within the District.

The number of intradistrict transfer applications accepted is limited to the number of available spaces at the requested school. The Governing Board determines the capacity of each school annually.

The District uses a **random, public lottery process** to consider applications. This process does not include any evaluation of a student's academic or athletic performance.

To be eligible for this process, online applications must be submitted during the designated application windows:

- **October 10 – November 10** for grades 1–12, and Kindergarten at Sequoia and Monte Gardens Elementary
- **February 10 – March 10** for TK/Kindergarten at all other elementary schools

Intradistrict transfer applications are available online at:
https://www.mdusd.org/families/studentservices/enrollmentcenter/transfers/intradistrict

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Priority Criteria

Students are enrolled based on the following priority order:

First Priority

Siblings of students currently enrolled at the requested school. Siblings must attend the school at the same time.

Second Priority

Students whose parent/guardian is assigned to the requested school as their primary place of employment.

- This priority applies only during the period of employment

- Employees must have a regular assignment of **10 hours per week or more**

Third Priority

Students currently enrolled in and completing 5th grade at Monte Gardens Elementary or Sequoia Elementary who are requesting to attend Sequoia Middle School.

Fourth Priority

Students residing within the geographical area of a feeder school within a cohort, moving from one school level to another.

A cohort is a group of students matriculating from one school level to another from a school with a split feeder pattern. This may include various feeder patterns from elementary to middle school.

Fifth Priority

Students currently on an intradistrict transfer within a feeder school cohort who are moving from one school level to another.

Sixth Priority

Students participating in an academic program pathway, including specialized programs such as International Baccalaureate or Two-Way Dual Immersion.

Seventh Priority

Students whose parent/guardian is assigned to a school within the feeder pattern of the requested school.

- This priority applies only during the period of employment
- Employees must have a regular assignment of **10 hours per week or more**

Eighth Priority

All other students who reside within the District and are not included in the categories listed above.

Duration and Conditions of Approval

Once approved, an intradistrict transfer remains valid through:

- Grade 5 (elementary school)
- Grade 8 (middle school)
- Grade 12 (high school)

Students approved for an intradistrict transfer are considered residents of the school's attendance area for the duration of the transfer.

Parent/guardians maintain responsibility for transportation,

Displacement and Revocation

Students approved for an intradistrict transfer may be displaced and reassigned to a different school within the **first 15 days of the school year** by students who reside within the school's attendance area.

In addition, an intradistrict transfer may be changed to conditional status or revoked if the student does not maintain:

- Satisfactory attendance (including tardies)
- Appropriate behavior
- Satisfactory academic progress

School sites and Enrollment Services review these requirements **twice per year**. Transfers may be modified or revoked if these expectations are not met, in accordance with **Administrative Regulation 5116.1**.

Legal References

This section is based on applicable District policies and state law, including:

- BP 5116.1 Board Policy (BP) 5116 (Intradistrict Open Enrollment)
- Administrative Regulation (AR) 5116.1

Interdistrict Transfers

In this section, you will find information about interdistrict transfers, displacement, residency through parent/guardian employment, timelines for District action, and unassigned high school area attendance in the Mt. Diablo Unified School District (MDUSD).

Interdistrict Transfers

The Mt. Diablo Unified School District (MDUSD) may admit students who reside in another school district to its schools or classes through an approved interdistrict attendance permit. The District shall not knowingly accept students who are not District residents without an interdistrict attendance permit.

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

1. The student is in the last year of attendance in the same elementary, middle, or high school.
2. The parent/guardian provides proof of an imminent move into or out of MDUSD.
3. The student's child care needs may be considered for grades TK–8.
4. The parent/guardian is employed within the boundaries of the requested school district. Parents/guardians must provide proof of employment and work location. Proof of employment must be provided annually.
   Once an interdistrict attendance agreement based on employment is approved, the receiving district shall allow the student to attend school through grade 12, if the parent/guardian chooses, subject to applicable legal requirements.
5. Attendance at a school within the district of residence would impose a significant hardship on the student. Individual hardship cases will be considered on their merit.
6. Transportation is not provided for students attending on interdistrict agreements.
7. Students admitted by interdistrict agreement may continue attending District schools only as long as they maintain acceptable academic performance, regular attendance, and compliance with school rules.

Displacement Notice

Students admitted to the District on an interdistrict transfer are considered residents of the District for the period of the transfer agreement. However, they are not considered residents of the individual school in which they enroll.

As a result, students on interdistrict transfers may be displaced and reassigned to a different school within the first 15 days of the school year by students who reside in the school's attendance area.

In addition, an interdistrict transfer may be revoked if the student does not maintain:

- satisfactory attendance, including tardies
- satisfactory behavior
- satisfactory academic progress

School sites and Enrollment Services will review these requirements twice each year and may change an approved transfer to conditional status and/or revoke the transfer if these requirements are not met.

Regarding Establishing Residency Through Parent/Guardian Employment

A school district to which a parent/guardian has applied for an interdistrict transfer based on employment in that district may prohibit the transfer if the district determines that the cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.

Regarding Timelines for District Response

Interdistrict requests submitted for the current school year will receive District action, and the parent/guardian will be provided with written notification within 30 days from the date the request was submitted.

For interdistrict requests submitted for the following school year, written notification of District action must be provided no later than 14 calendar days after the beginning of the academic school year.

Unassigned High School Area Attendance – Former Clayton Valley High School Area

On November 14, 2016, the MDUSD Board of Education approved resident status, rather than unassigned status, for parents/guardians and students living in the Diablo View and Pine Hollow Middle School attendance areas who select one of the following high schools as their home high school:

- College Park
- Concord
- Mt. Diablo
- Northgate
- Ygnacio Valley

This designation is subject to classroom space and class size.

Students living in the unassigned area may submit an application beginning in 7th grade. Once enrolled in the high school of choice, that school becomes the student's resident high school through grade 12.

Legal References

This section is based on applicable District policy and California law, including but not limited to:

- Board Policy 5117
- Education Code §§ 46600–46611
- Education Code § 46601
- Education Code § 48204

Questions or Assistance

For questions about enrollment or transfers, please contact Enrollment Services at (925)685-1011 ext. 62050 or enrollment@mdusd.org.

ATTENDANCE



Attendance

In this section, you will find information about attendance requirements, excused absences, short-term independent study, truancy intervention, and chronic absenteeism in the Mt. Diablo Unified School District (MDUSD).

Be Here. Be Ready. Belong.

School Attendance

Compulsory education laws require students ages 6–18 to attend school. Parents/guardians must notify the school following a student absence so school officials can determine whether the absence may be excused and identify students who are truant.

Students who are absent for an excusable reason, including illness, must be allowed to complete all assignments and tests that can reasonably be provided. Upon satisfactory completion within a reasonable period of time, the student must receive full credit. The teacher of the class from which the student was absent must ensure that make-up tests and assignments are reasonably equivalent, but not necessarily identical, to those missed during the absence. To have an absence excused, parents/guardians must follow school procedures and contact the school office within 72 hours after the student returns to school.

Reasons for excusing a student absence include:

1. Illness or injury of the student, or serious illness that necessitates the student's absence
2. Attendance at a medical, dental, optometric, or chiropractic appointment
3. Attendance at the funeral service of an immediate family member
4. A quarantine imposed by a city or county health official
5. Service on a jury, as provided by law
6. Up to five days to obtain required immunizations
7. Appearance in court
8. Observance of a holiday or ceremony of the student's religion
9. An employment interview or conference
10. Illness or medical appointment of a child when the student is the custodial parent/guardian
11. A confidential medical appointment for students in grades 7–12
12. Other reasons the principal considers justifiable when requested in advance
13. Student illness, including an absence for the benefit of the student's mental or behavioral health
14. A middle or high school student's participation in a civic or political event, provided the student or parent/guardian notifies the school in advance of the absence

Strategies for Good Student Attendance

The following are effective ways parents/guardians can help maintain good attendance. Because regular attendance is vital to school success, parents/guardians are encouraged to use these strategies at home:

1. Expect your student to attend school regularly
2. Understand that absence from school is detrimental to student learning. Students miss important learning opportunities when they are absent. Not only is instruction lost, but important group discussion and class activities that cannot be duplicated are also lost
3. Work with doctors, dentists, and other health professionals to schedule appointments after school hours
4. Offer incentives at home for perfect or near-perfect attendance
5. Work with school officials if there are attendance concerns
6. Emphasize that good attendance is a student responsibility
7. When an unavoidable absence of at least five days is known in advance, request an independent study contract from the school so classwork can be provided during the absence
8. Monitor attendance by contacting the school or requesting a weekly progress report

Absences for Religious Purposes

Students may be excused from school for religious purposes for no more than four days per school month. In each case, the student must attend at least the minimum school day established by the Mt. Diablo Board of Education.

Short-Term Independent Study (STIS)

For an absence lasting one day or more, a parent/guardian may request an Independent Study Contract. The ISC is designed for short-term absences of 1–15 school days, during which the student is assigned an appropriate amount of work by the student's teacher(s), equal to the minimum requirement of class time. When the Independent Study Contract is completed, attendance credit may be granted based on the amount of work completed, at the administrator's discretion. For more information, please contact your school office.

Truancy Defined

A student is classified as truant if the student is absent from school without a valid excuse for three days in one school year, or tardy in excess of 30 minutes without a valid excuse on three occasions in one school year. A school absence includes missing any single class period within the school day.

Any student who is truant or chronically absent may be referred to the Mt. Diablo School Attendance Review Board (SARB) for a hearing. If the matter is not resolved at

that level, students and parents/guardians may be referred to appropriate county agencies, the District Attorney, and/or Juvenile or Municipal Court.

Truancy Intervention & Reducing Chronic Absenteeism

California compulsory education law requires everyone between the ages of 6 and 18 to attend school, except 16- and 17-year-olds who have graduated from high school or passed the California High School Proficiency Exam and obtained parental permission. Some students, however, develop a pattern of unexcused absences. Students are referred to the District School Attendance Review Board (SARB) when they have persistent attendance problems and the normal avenues of classroom and school intervention have failed to resolve the problem.

Chronic absence measures how much school a student misses for any reason. The packet explains that chronic absence is linked to lower academic achievement and increased dropout risk, beginning in the early grades.

Along with behavior problems and failure in core academic courses, poor attendance is a critical early warning sign of dropout.

The District SARB is chaired by a District administrator and includes representatives from law enforcement, probation, youth service agencies, the community, welfare, and district nurses. The SARB meets with the referred student and the student's parents/guardians to identify solutions or appropriate resources to help resolve the truancy issue. All students and parents/guardians are placed on a SARB contract and are allowed an appropriate amount of time to comply with the contract directives. SARB's goal is to assist students and families in alleviating the factors that interfere with compliance with compulsory attendance laws. If the student and parent/guardian do not comply with SARB assistance or follow school attendance laws, SARB will take the necessary steps to enforce those laws.

When a student has been declared truant, the District must notify parents/guardians that:

- They are obligated to compel their student to attend school
- Parents/guardians who fail to do so may be guilty of an infraction and subject to prosecution
- Alternative educational programs are available in the District for students age 16 and older
- It is necessary to call the school to discuss the truancy
- The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy
- It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day
- The student may be subject to prosecution
- The student's driving privilege may be subject to suspension, restriction, or delay

- Parents/guardians may be asked to attend classes with the student for the day

Students may also be referred to Martinez Juvenile Court, where they could be ordered to attend additional programming and/or:

- Perform 40 hours of after-school community service or attend 40 hours of tutoring
- Pay a fine for which the parent/guardian is jointly liable
- Be placed on an ankle monitor
- Have their driver's license suspended or their eligibility to apply delayed

Parents/guardians may also be cited to municipal court and fined up to $500 for failure to appear before SARB or failure to comply with SARB directives.

For more information on truancy intervention and attendance prevention programs, contact the Attendance Intervention Office at **(925) 685-1011 ext. 62008**.

Legal References

This section is based on applicable provisions of California law, including but not limited to:

- Education Code § 46010.1
- Education Code § 46014
- Education Code § 48200
- Education Code § 48205
- Education Code § 48260.5
- Education Code § 48264
- Education Code § 48293
- Vehicle Code § 13202.7



ACADEMICS AND CURRICULUM



Academics & Curriculum

In this section, you will find information about curriculum standards, homework, grading, graduation requirements, instructional programs, and extra-curricular and co-curricular activities in the Mt. Diablo Unified School District (MDUSD).

Curriculum MDUSD High Quality Education and Activities

Student Instruction

To view TK–12 curriculum standards, the comprehensive set of standards may be found on the District website.

MDUSD has adopted California's rigorous content standards that specify what students should know and be able to do at each grade level. In English Language Arts and Mathematics, certain standards have been designated as "essential" standards because they are foundational for continuous academic progress.

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

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

Parents/guardians may also contact the School Support Department at 925-682-8000 ext. 40336, or the school site administrator, for a complete set of standards.

Reading Benchmark and Screener

The District uses the STAR Reading Assessment to monitor reading levels of students in grades 3–12. Students in kindergarten through grade 2 are assessed using the DIBELS Assessment in an online format called mClass.

DIBELS is used for two purposes:

- as a districtwide screening assessment to assess reading progress for all students, and
- as a screener, through additional subtests, to identify students at risk of reading difficulties, including dyslexia.

These assessments are administered three times each year to monitor reading growth. Parents/guardians may opt their student out of the DIBELS screening subtests by submitting a written request to the school office.

English Language Development Standards

The English Language Development Standards (ELD) used for students learning English are aligned to the California English/Language Arts Standards. State-adopted ELD Standards are available through the California Department of Education.

Homework/Makeup Work Board Policy 6154

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time and can assist students in developing good study habits. Homework is assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

The Superintendent or designee collaborates with school administrators and teachers to develop and regularly review guidelines for homework and the related responsibilities of students, staff, and parents/guardians. Each school is expected to develop a comprehensive homework plan that includes guidelines for the assignment of homework and describes the responsibilities of students, staff, and parents/guardians. The plan must inform parents/guardians how much time on homework will be expected by grade level and/or course, and how homework relates to student grades.

Homework assignments must be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with grade level and student maturity. Teachers assign homework only as necessary to fulfill academic goals and reinforce current instruction.

Although on-time completion of homework is important to maintaining academic progress, the Board recognizes that students learn at different rates. Students receive credit for work completed late in order to encourage continued learning.

At the beginning of the school year, teachers communicate homework expectations to students and parents/guardians. Homework guidelines are also included in student and/or parent/guardian handbooks and/or the course syllabus. These communications include:

- how homework relates to achievement of academic standards and course content,
- the impact of homework on grades,

- school resources and programs available to provide homework support, and
- ways parents/guardians may appropriately assist their children.

Although students are responsible for completing assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that homework assignments are completed. When a student repeatedly fails to complete homework, the teacher will notify the parent/guardian as soon as possible so that corrective action can be taken before final grades or report cards are issued.

Makeup Work – Board Policy 6154

Students who miss school work shall be given the opportunity to complete all assignments, classwork, homework, and tests that can be reasonably provided. As determined by the teacher, the assignments and tests must be reasonably equivalent to, but not necessarily identical to, the work missed during the absence.

Students receive full credit for work that is satisfactorily completed within a reasonable period of time. The teacher must provide the student access to the topics covered during the absence. Teachers must inform students and parents/guardians of the makeup work plan at the beginning of each grade or course.

The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time.

Makeup Work – Suspended Students

Administrative Regulations 6154

When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher must provide the homework.

If a homework assignment is requested and is turned in either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and it is not graded before the end of the academic term, the assignment shall not be included in the calculation of the student's overall grade in the class.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension.

Homework Responsibility

Administrative Regulation 6154

Principal/Site Administrator will:
a. Coordinate the development of a comprehensive school site homework plan and involve teachers, students, and parents/guardians in writing the plan. The plan shall be reviewed annually.
b. Communicate the school's homework plan to teachers, students, and parents/guardians. Completed plans will be sent to Elementary Support or Secondary Support, as appropriate, for accountability purposes.
c. Support teachers as they implement the homework plan.
d. Publish and make the completed homework plan available.

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

Students will:
a. Listen carefully, record assignments, and ask clarifying questions.
b. Return homework assignments completed and on time.
c. Complete work independently unless otherwise directed.
d. Use returned homework as a study guide, as appropriate.
e. Plan effectively and manage time by staying focused and on task.
f. Put forth their best effort to produce quality work.

Parent/Guardian will:
a. Make every effort to provide an appropriate time and place for study.
b. Provide support and encouragement for the student to complete homework.
c. Monitor the completion and follow-through of homework assignments.
d. Encourage the use of returned homework as a study guide.
e. Contact the teacher if the student is consistently unable to complete homework

within the time guidelines, or if challenges or questions arise.
f. Help students gather or avail themselves of appropriate resources.

School sites are encouraged to review homework research with teachers, parents/guardians, and students before writing their homework plan.

Homework Guidelines by Grade Span

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

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

Upper Elementary Grades (4–5) – Homework should:
a. Reinforce standards-based skills and content previously taught in class.
b. Provide opportunities to develop personal study habits.
c. Be a communication link between home and school.
d. Be approximately 30–45 minutes per night.
e. Additionally include students reading appropriate literature every school night for 20–30 minutes beyond other assignments.
f. At the elementary level, homework should not be assigned over weekends or school breaks except in the case of long-term projects assigned well in advance.

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

High School (9–12) – Homework should:
a. Provide opportunities to develop positive personal study habits.
b. Include opportunities to learn to use time effectively.
c. Reinforce the skills and content taught in class and may also include a preview of new material.
d. Emphasize independent research and reports.
e. Stimulate intellectual development.
f. Be assigned during the school week on a regular basis.
g. Be a component of the grade.

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

Grades/Evaluation of Student Achievement

Board Policy 5121

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

The Superintendent or designee shall establish a uniform grading system that is applied to all students in that course and grade level. Teachers must inform students and parents/guardians how academic performance will be evaluated in the classroom.

A teacher shall base a student's grades solely on the quality of the student's academic work and the student's mastery of course content based on grade-level standards. Students must have the opportunity to demonstrate mastery through a variety of methods, including but not limited to assessments, projects, portfolios, narrative descriptions, observational notes, samples of classroom work, and class discussion, as appropriate.

Elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade, but may be reported separately.

Whenever a student misses an assignment or assessment because of an excused or unexcused absence, the student must be given full credit for subsequent satisfactory completion of the assignment or assessment. Teachers must inform students and parents/guardians of this at the beginning of each course.

Report Card

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.

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

In the event of a federal, state, or local emergency requiring the District to modify classroom instruction to include partially or fully remote learning for all students, the Superintendent or designee may approve the use of alternative grading marks such as Credit/No Credit/NA, which will not impact a student's GPA.

A report card for a student with a disability may contain information about the disability, including whether the student received special education or related services, provided that the report card informs parents/guardians about the student's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation.

The Superintendent or designee shall determine the methodology used to calculate GPA, including the courses included and whether extra grade weighting applies to Advanced Placement, International Baccalaureate, honors, and/or concurrent postsecondary courses.

Definition of Rubric Scores

For grades K–5, performance levels are reported as follows:

1. 1 – Not meeting standard
2. 2 – Beginning to show progress toward meeting grade-level standard
3. 3 – Making consistent progress toward grade-level standard
4. 4 – Standard Met
5. X – Not yet taught or addressed

For Transitional Kindergarten, performance levels are reported as follows:

1. 1 – Developing – Needs continued support and assistance
2. 2 – Building – Making progress toward TK-level goals
3. 3 – Integrating – Consistently meeting TK goals
4. N/O – Not yet observed

Definition of Grades

For grades 6–12, grades for academic performance shall be reported for each grading period as follows:

- **A**: 90–100% — Outstanding Achievement — 4.0 grade points
- **B**: 80–89% — Above Average Achievement — 3.0 grade points
- **C**: 70–79% — Average Achievement — 2.0 grade points
- **D**: 60–69% — Below Average Achievement — 1.0 grade points
- **F**: 0–59% — Little or No Achievement — 0 grade points
- **I**: Incomplete — 0 grade points until resolved

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

Criteria for determining grades may include, but are not limited to, mastery of grade-level and/or content standards, demonstration of understanding on formative and summative assessments, contribution to classroom discussions, preparation of assignments, and application of skills and principles to new situations. Grades shall be based solely on current levels of mastery of standards and shall not be influenced by behavior or other nonacademic measures.

Citizenship grades shall be based on student behavior and other nonacademic measures, including work habits, effort, and ability to meet timelines for assignment completion.

An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness, other excused absence, or lack of demonstrated proficiency of course standards. When assigning an "I," the teacher of record will develop an improvement plan for the family detailing the work that must be completed to improve the grade. If the work is not made up within six weeks, the Incomplete becomes an F.

When a student transfers into a school from outside the District, a "P" instead of a grade may be used only if:

1. the student entered MDUSD with a "P" instead of a grade on the previous grade report and there are only three or fewer weeks remaining in the quarter, or
2. the student has an IEP on a non-diploma track.

Each teacher, Transitional Kindergarten through grade 12, at the beginning of the school year or semester, shall inform students and/or parents/guardians of the grading criteria, including standards, procedures, and regulations of the class. Grading criteria shall be provided in writing, and schools will assist parents/guardians in gaining access to view grades electronically. All schools shall use the District's student information system to process progress reports and report cards.

Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss grades and strategies to improve performance.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

Parent notification in writing or by documented conference is required when a student is receiving a grade of D or F or is experiencing difficulty with grade-level standards. Each secondary student in danger of failing shall be notified in writing during each marking or grading period. A student cannot receive an F without prior written notification.

Students in grade 12 who are in danger of not graduating shall be notified in writing, and the report shall be mailed with evidence of receipt returned to the school.

For each student in grades 9–12, the Superintendent or designee shall maintain a transcript recording courses taken, the term each course was taken, credits earned, final grades, and date of graduation.

Report on Citizenship and Work Habits

Grades assigned for citizenship or work habits, such as effort or study skills, shall be reported as follows:

- O – Outstanding
- S – Satisfactory
- N – Needs Improvement
- N/O – Not yet observed

Criteria for determining marks for life-long learning skills may include, but are not limited to:

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

Appealing a Grade

If there is a serious question regarding a grade:

1. The student or parent/guardian shall contact the teacher to arrange an appointment to review the circumstances. The teacher shall provide a written decision within 10 work days to change or uphold the grade, with a copy to the site principal.
2. If the parent/guardian is not satisfied with the teacher's decision, the grade may be reviewed by the site principal. The site principal shall provide a written decision within 10 work days.
3. If the parent/guardian is not satisfied with the site principal's decision, the parent/guardian may call upon the associate/assistant superintendent to investigate the circumstances and make recommendations for resolving the issue. To the extent possible, the teacher shall be involved in all discussions related to changing the grade.
4. If the teacher is unwilling to change the grade after it has been determined by the site principal or associate/assistant superintendent that clerical or mechanical mistake, fraud, bad faith, or incompetency was associated with the grade, the site principal or designee has the responsibility to change the grade. All parties involved shall recognize the importance of confidentiality.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all District students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA.

Advanced Coursework (High School Level) – Baccalaureate (High School Level)

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

Repeated Classes

With the approval of the principal or designee, a student may repeat a course in order to raise the grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall GPA.

Withdrawal from Classes

Within the first three weeks of the school year, a student may change to another course, with parent/guardian and administrative approval, without penalty if an appropriate course is available. If the course change is approved, the student may receive an average of the grades. A student, parent/guardian, teacher, and

administrator conference may be required before allowing a student to drop a course.

Effects of Absences on Grades

Teachers who choose to withhold class credit because of excessive unexcused absences shall inform students and parents/guardians of this possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the policy. The student and parent/guardian shall have a reasonable opportunity to explain the absences.

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences.

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in law.

Promotion/Acceleration/Retention Board Policy 5123

The Governing Board expects students to reach high levels of achievement and to progress through each grade within one school year.

Indicators of academic achievement include, but are not limited to:

- report card standards or grades, where applicable,
- state standardized tests,
- teacher-documented achievement levels in reading, mathematics, and written expression, and
- site or district assessments.

When a student is identified as being at risk for retention or is recommended for retention, the Superintendent or designee shall provide opportunities for alternative instruction to help the student achieve academic proficiency. Such opportunities may include alternative academic courses and supplemental instruction.

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

High School Grade Level Status Determination and Notification

Progress toward high school graduation is based on passing the required and elective subjects necessary to earn the annual number of credits outlined by current Board policy. Student promotion, retention, and grade level are determined by the cumulative number of credits successfully completed.

A student must accumulate the following credit totals, including those required for each grade level, to be promoted to the next grade level:

Comprehensive High School

- Grade 9: 0–54 credits
- Grade 10: 55–104 credits
- Grade 11: 105–164 credits
- Grade 12: 165–220 credits

Alternative Education/Continuation

- Grade 10: 0–100 credits
- Grade 11: 101–145 credits
- Grade 12: 146–200 credits

Graduation Requirements

Progress toward high school graduation is based on the student passing the required and elective subjects necessary to earn the annual required number of credits outlined by current Board policy. As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who are at risk of being retained and who should be retained in accordance with law, Board policy, and administrative regulation.

Students in the fourth year of high school will have an additional determination made at the beginning of the second semester. Students shall be allowed to participate in grade-level designated activities, such as Senior Breakfast and Junior Prom, based on achievement of sufficient credit for grade-level status, not the number of years at the high school level. A student's grade-level status will be determined at the site once per year following summer school. Students in the fourth year of high school will have an additional determination made at the beginning of the second semester.

COMPREHENSIVE HIGH SCHOOL CLASS OF 2027 = 220 CREDITS	**ALTERNATIVE** EDUCATION/ADULT **CLASS OF 2027 = 200 CREDITS**	**CREDIT REDUCTION** 167/216, 1806/216, 365, 2121, 2306 **CLASS OF 2027 =** 130 CREDITS	**ALTERNATIVE PATHWAY TO DIPLOMA FOR SWD ESN CLASS OF 2024 =** 130 CREDITS
English 40 credits/4 years	English 40 credits/4 years	English 30 credits/3 years	English 30 Credits/3 Years
Science 20 credits/2 years 1 year of Physical Science and 1 year of Biology;	**Science** 20 credits/2 years 1 year of Physical Science and 1 year of Biological	**Science** 20 credits/2 years 1 year of Physical Science and 1 year of Biological	**Science** 20 credits/2 year
World History 10 credits/1 year	World History 10 credits/1 year	World History 10 credits/1 year	World History 10 credits/1 year
U.S. History 10 credits/1 year	U.S. History 10 credits/1 year	U.S. History 10 credits/1 year	U.S. History 10 credits/1 year
U.S. Government/ Economics 10 credits/1 year	U.S. Government/ Economics 10 credits/1 year	U.S. Government/ Economics 10 credits/1 year	U.S. Government/ Economics 10 credits/1 year
Mathematics 30 credits/3 years*	Mathematics 30 credits/3 years*	Mathematics 20 credits/2 years*	Mathematics 20 credits/2 years*
Visual & Performing Arts OR World Language OR Career Technical Ed 20 credits**	Visual & Performing Arts OR World Language OR Career Technical Ed 20 credits**	Visual & Performing Arts OR World Language OR Career Technical Ed 10 credits	Visual & Performing Arts OR World Language OR Career Technical Ed 10 credits
P.E. 20 credits/2 years Electives 60 credits	No PE Requirement Electives 60 credits	**P.E.** or Electives 20 credits/2 years	**P.E.** or Electives 20 credits/2 years

Credit Exemption

Under certain conditions, school districts may exempt students from coursework or requirements that exceed the State of California minimum high school requirements. Students in foster care, students experiencing homelessness, students from military families, justice-involved students, and migrant/newcomer students may qualify for reduced credits. For more information, students and families should contact an academic counselor or soar@mdusd.org.

Alternative Diploma for Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities may be eligible to receive an alternative high school diploma after completing the minimum coursework required by the State of California. This diploma is authorized under the Every Student Succeeds Act and, unlike a traditional diploma, does not terminate the student's ability to access a free and appropriate public education.

This alternative high school diploma is reserved only for students with significant cognitive disabilities. Students with significant cognitive disabilities may also earn a Certificate of Completion from high school, which likewise does not terminate eligibility to receive a free and appropriate public education.

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

Instruction in these subjects is provided using the curriculum **Rights, Respect, Responsibility** in grade 5. Additional grade-level appropriate instruction is provided using the **Positive Prevention Plus curriculum** in grade 7 Science and grade 9 Living Earth classes. Some health topics are also covered in Physical Education and Health Education classes in middle and high school.

Curriculum and materials are available for inspection and preview by contacting the student's teacher. Materials are also available online for preview through Family Life/Health Education. Families may opt their student out of any or all lessons associated with CHYA by submitting a written request to the school office.

Social Emotional Learning Screener

The District administers a Social and Emotional Learning (SEL) Screener three times each school year. The SEL Screener is based on the nationally recognized CASEL competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

The purpose of the SEL Screener is to better understand how students are experiencing school. The information gathered helps identify areas where students may need additional support and helps guide efforts to create safe, inclusive, and welcoming school environments. Participation is voluntary and confidential.

If families would like to view a sample of the screener or have questions about how the data is used, they should contact the school's main office.

Use of Animals in Instruction

Science instruction at all levels, especially grade 7 Life Science and high school Living Earth, Zoology, Aquatic Science, and Physiology, may include dissection of fresh or preserved animal specimens or parts of animals. Home Economics instruction involving cooking may also use parts of animals.

Any pupil with a moral objection to participating in this activity should notify the teacher. A note from the parent/guardian is required to substantiate the objection. The pupil will be excused from the activity and, where possible, an alternative activity will be provided to meet the same learning objectives.

Individual Instruction for Temporary Disability

Pupils with temporary disabilities, including pupils who are in hospitals located within the District, may receive instruction upon parent/guardian notification and with medical verification. For more information, families may contact Home and Hospital at 925-685-1011 ext. 62016.

Short-term independent study programs are also available when family plans require a student to be absent for a minimum of five school days. Teachers will provide alternative assignments for students to complete during the absence. A written agreement is required. For more information, families may contact the school principal or Alternative Education at 925-671-1792 ext. 3960.

Educational Programs for Students Learning English

State law requires school districts to develop effective and appropriate language acquisition programs for English Learners to ensure English acquisition as rapidly and effectively as possible and to provide instruction on state-adopted academic content standards, including the English language development standards. Programs must lead to grade-level proficiency and academic achievement in both English and another language.

MDUSD has the following language acquisition programs:

1. **Structured English Immersion** – programs for English Learners in which nearly all classroom instruction is provided in English, with curriculum and presentation designed for students who are learning English.
2. **Developmental Bilingual Program for English Learners** – instruction is provided in English and the pupil's native language for literacy and academic instruction (Spanish).
   The District offers a Spanish Developmental Bilingual Program at Cambridge, Meadow Homes, Shore Acres, and Ygnacio Valley Elementary. This program is for English Learners with Spanish as a primary language. Students who reside within the attendance area may request the program upon registration. Students who do not live within the boundaries of these schools must register at their residence school and then apply for an intradistrict transfer through Enrollment Services. Acceptance is based on space available.
3. **Two Way Dual Immersion Program** – provides integrated language learning and academic instruction for native speakers of English and native speakers of another language (Spanish), with the goal of high academic achievement, biliteracy, and cross-cultural understanding.
   The District offers this program at Woodside Elementary and Holbrook

Language Academy. Acceptance is through a lottery system and a separate application. Families should contact Enrollment Services at enrollment@mdusd.org for information about transfers and the lottery.

Testing Accommodations

All students are encouraged to participate in state and district testing programs.

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

Extra-Curricular & Co-Curricular Activities

The Governing Board recognizes that extra-curricular and co-curricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with their schools. The District shall encourage and support student participation in these activities without compromising the integrity and purpose of the educational program.

Prerequisites for participation shall be limited to those demonstrated to be essential to the success of the activity. No extra-curricular or co-curricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation be required or refused on those bases.

Any complaint alleging unlawful discrimination in the District's extra-curricular or co-curricular programs or activities shall be filed in accordance with Uniform Complaint Procedures.

Unless specifically authorized by law, no student shall be charged a fee for participation in educational activities, including extra-curricular and co-curricular activities and related materials or equipment.

Eligibility Requirements

To be eligible to participate in extra-curricular and co-curricular activities, students in grades 6–12 must demonstrate satisfactory educational progress in the previous grading period.

For students in grades 9–12:

1. Must achieve a minimum unweighted GPA of 2.00 during the previous grading period. Eligibility is calculated from first and third quarter grades and first and second semester grades. If a student was not in attendance for all, or

a majority, of the grading period because of absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used for eligibility shall be the grading period immediately prior to the excluded grading period(s).
2. Must be enrolled in 20 credits.
3. Must have earned 20 credits during the previous semester.
4. If a student is found academically ineligible during the first grading period of the upcoming school year, the student may attend summer school and petition to have the grade earned during the intervening summer session substituted for eligibility purposes. If the course is retaken during summer school, the higher grade will be substituted for the lower grade and the GPA recalculated.
5. If a student completes an accredited online course with a comparable title and course of study as a previously taken District course and receives a higher grade, the student may request that the higher grade be substituted for eligibility purposes.
6. An eligibility waiver is available upon student request for students who fail to meet the District's minimum GPA eligibility standard. Probation is available once during grade 9 and once during grades 10–12. A student must have a minimum 1.5 GPA to be eligible for a GPA eligibility waiver. The waiver is one quarter in duration.

For students in grades 6–8:

1. Must not have any F's during the current marking period.
2. Must not have any suspensions on the discipline record during the current marking period.
3. An eligibility waiver is available upon request for a student who fails to meet the above requirements. Administrators must approve any waiver.

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period to remain eligible.

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extra-curricular or co-curricular activities shall be made by the Superintendent or designee in accordance with applicable law.

The Superintendent or designee may revoke a student's eligibility for participation when poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extra-Curricular/Co-Curricular Events

When attending or participating in extra-curricular and co-curricular activities on or off campus, District students are subject to District policies and regulations relating to student conduct. Students who violate District policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to

alternative programs, or denial of participation in extra-curricular or co-curricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Legal References

This section is based on applicable District policies and state and federal law, including but not limited to:

- Board Policy 6154
- Administrative Regulation 6154
- Board Policy 5121
- Board Policy 5123
- Education Code § 48205
- Education Code § 48913
- Education Code § 48913.5
- Education Code § 49066
- Education Code § 49067
- Education Code § 49069.5
- Education Code § 51937
- Education Code § 51938
- Education Code § 51939
- Education Code § 32255
- Education Code §§ 48206.3, 48207, 48208
- Education Code § 35160.5
- Education Code §§ 48850, 49701
- Education Code § 51225.31
- 5 CCR 4925



STUDENT PROGRAMS & SERVICES



Programs & Services

In this section, you will find information about the student programs and support services available in the Mt. Diablo Unified School District (MDUSD), including SOAR, Multilingual Education, Section 504, Special Education, and Counseling Services.

Support Office for Access and Resources (SOAR Program) - Helping All Students SOAR

The Support Office for Access and Resources (SOAR Program) provides support for:

- students experiencing homelessness
- foster youth
- justice-involved youth
- newcomer/refugee students
- unaccompanied youth
- students who have experienced human trafficking
- LGBTQIA students
- American Indian Education
- other students experiencing extreme hardship

Families who need additional support may contact the SOAR Program to complete a needs assessment and eligibility screening by calling 925-685-1011 ext. 62042 or emailing soar@mdusd.org. The SOAR Program uses a variety of translation services to meet the language needs of all families.

Students Experiencing Homelessness (McKinney-Vento)

MDUSD supports the unique educational needs of students experiencing homelessness under McKinney-Vento and ESSA.

A student experiencing homelessness is generally defined as a student who lacks a fixed, regular, and adequate nighttime residence. This may include:

- children and youth who are temporarily sharing housing with others due to extreme financial hardship, such as eviction or loss of a job
- students living in motels, hotels, trailer parks, shelters, or campgrounds
- children and youth living in vehicles, parks, public spaces, abandoned buildings, substandard housing, bus stations, train stations, or similar settings
- children and youth whose primary nighttime residence is a public or private place not ordinarily used as a regular sleeping accommodation
- newcomer or migrant students who immigrated during the school year and did not have stable accommodations at any point, including unaccompanied minors

Students living with relatives do not automatically qualify as homeless if the arrangement is stable, such as a multigenerational household or another long-term living arrangement.

Students experiencing homelessness must be enrolled immediately, even if fees or materials are owed to the previous school or the student is unable to produce records or clothing normally required for enrollment, such as school records, immunization records, proof of residency, or uniforms.

Enrollment without records does not mean the records do not need to be obtained. The SOAR Program and District staff will work to obtain records and connect families with resources as quickly as possible.

Students experiencing homelessness have access to the same academic resources, services, extracurricular opportunities, and enrichment activities available to all students. They also have the right to continue in their School of Origin for the duration of the school year if doing so is in the student's best interest. The School of Origin may be:

- the school the student attended before experiencing homelessness
- the school where the student currently resides
- any school within the last 15 months where the student has a strong connection

If the student or family remains homeless in a later year, they may re-qualify for McKinney-Vento status and continue at the School of Origin. Students who are living outside MDUSD boundaries must complete an interdistrict transfer through Enrollment Services. These transfers do not delay enrollment or the right to continue at the School of Origin. When a student is living with an adult who is not the student's parent or legal guardian, a Caregiver Affidavit must be signed.

Schools must accept full or partially completed credit coursework completed in a public school, juvenile court school, or non-public, nonsectarian school or agency. Schools must also offer partial credit for work completed before a mid-term departure if the student is identified as McKinney-Vento.

Students experiencing homelessness may also be eligible for a credit exemption or a fifth year in high school. To be eligible, a student must have transferred after the second year of high school, be in the third or fourth year of high school, and be unable to reasonably graduate without the credit exemption and/or fifth year in a comprehensive high school or alternative educational setting.

If a manifestation determination is held for a homeless student for an offense that does not require a mandatory expulsion referral, the Homeless Liaison must be invited to participate in the meeting. Students experiencing homelessness may also be eligible for public transportation to and from school if no other transportation is available. Free regular education bus transportation may also be available if there is

an existing route that serves the student's community. Requests for public transportation may be made to the MDUSD SOAR team by school staff.

MDUSD has designated a Program Specialist to serve as the McKinney-Vento/Homeless Liaison at (925) 685-1011 ext. 62042 or soar@mdusd.org.

McKinney-Vento Transfer Information

The SOAR Program provides assistance with enrollment and transfers for students experiencing homelessness. Families may contact the SOAR Program to request support with enrollment for any child who meets the legal criteria for homelessness under McKinney-Vento.

Students must be enrolled immediately, even if they cannot provide documents normally required for enrollment. These documents and verifications may be completed in the weeks following enrollment. However, failure to provide required documents within the timeframe designated by Enrollment Services may result in the student being dropped at a later date.

When McKinney-Vento students move, they have the right to continue attending their School of Origin for the duration of the time they are unhoused, even if they move outside district boundaries, when a team of educational partners determines that doing so is in the student's best interest.

Students requiring overflow to another school follow standard overflow procedures and waiting lists. Schools are encouraged to support students through orientations, tours, and introductions to staff and peers so they feel welcome and connected.

Foster Youth Services

The SOAR Program also provides assistance for foster youth in MDUSD. Families and caregivers may contact the SOAR Program at (925) 685-1011 ext. 62042 or soar@mdusd.org to request assistance for any child living in foster care.

Foster youth must be enrolled immediately, even if fees or materials are owed to the previous school or the child is unable to produce the documents normally required for enrollment, such as school records, immunization records, proof of residency, or uniforms.

When foster youth move, they have the right to continue attending their School of Origin for the duration of their time in foster care, even if they move outside district boundaries, if doing so is in the student's best interest. The School of Origin may be the school the student attended before the move, the school where the student currently resides, or any school from the last 15 months where the student has a strong connection.

If a dispute arises regarding school placement, the student has the right to remain in the School of Origin pending resolution of the dispute. Foster youth who move outside MDUSD boundaries must obtain an interdistrict transfer approved by MDUSD Enrollment Services. These transfers help uphold the rights of foster youth and do not delay enrollment or the right to continue at the School of Origin.

Schools must accept full or partially completed credits from coursework completed in a public or private school, juvenile court school, or nonpublic, nonsectarian school or agency. Foster youth must have access to the same academic resources, services, extracurricular activities, and enrichment opportunities available to all students.

Requests for Special Education assessment may be made by a foster youth's parent, guardian, foster parent, or other service provider. Assessment plans, IEPs, and Section 504 accommodation plans may only be signed by the person who holds educational rights. Case workers and probation officers do not need parental consent or a court order to access a foster child's school records. A foster child's grade may not be lowered due to absences caused by a change in placement, attendance at a court hearing, or a court-ordered activity.

The SOAR Program works collaboratively with school staff, caregivers, social workers, probation officers, court-appointed special advocates, attorneys, and other involved parties to develop intervention plans and provide supports that help foster youth succeed in school. MDUSD has designated a Program Specialist to serve as the Foster Youth Liaison at (925) 685-1011 ext. 62042 or soar@mdusd.org.

Recent Immigrant / Newcomer Students

The MDUSD SOAR Program is committed to supporting the unique educational, social-emotional, and cultural needs of recent immigrant and newcomer students, including refugees, asylum seekers, and unaccompanied minors.

Enrollment Support

Newcomer students begin by following MDUSD's enrollment process through online registration. Families may contact the SOAR team at soar@mdusd.org for assistance with barriers affecting enrollment.

Newcomer Social Work Services

MDUSD's Newcomer Social Work Specialist connects students and families with:

- school navigation support
- resources for basic needs, including housing, food, healthcare, and legal aid
- mental health services
- community agency referrals and linkages

These services are intended to reduce barriers to learning and support student and family well-being.

McKinney-Vento Screening

If a newcomer student is living in a temporary or unstable housing situation, such as doubled-up housing, shelters, motels, or vehicles, the student may qualify for protections under the McKinney-Vento Act. These students should be referred to the SOAR team.

Unaccompanied Youth

Unaccompanied youth are students who are not living in the care of a parent or guardian. These students may need additional academic, material, and legal support to succeed in school and may also be eligible for McKinney-Vento services.

Families and school staff may contact the SOAR team at soar@mdusd.org for assistance.

Gender Support for Transgender Students

California law prohibits gender-based discrimination in public schools. MDUSD seeks to create a safe learning environment for all students and to ensure that every student has equal access to all parts of the District's educational program.

In accordance with California law and board policy:

- students have the right to be addressed by a name and pronoun that correspond to their gender identity consistently asserted at school
- the District will change a student's official records to reflect a legal name or gender change upon receipt of required documentation
- students have access to the restroom that corresponds to their gender identity consistently asserted at school
- transgender students shall not be forced to use the locker room corresponding to their gender assigned at birth
- transgender students shall not be denied the opportunity to participate in sports and physical education
- students have the right to dress in accordance with their gender identity, within the constraints of school dress codes
- when students are separated by gender in school activities, they shall be permitted to participate in accordance with their gender identity consistently asserted at school

Students, parents, or guardians may complete a formal or informal gender support plan to guide school staff in how they would like the student's gender identity and expression to be addressed. Families may contact the SOAR team at (925) 685-1011 ext. 62042 or soar@mdusd.org.

Multilingual Education Department

The mission of the MDUSD Department of Multilingual Education is to provide rich, meaningful, and highly effective programs for English Learners in order to support success for all students.

The department serves students whose native language is not English at all grade levels and administers assessments including:

- primary language tests
- ELPAC (English Language Proficiency Assessments for California)
- textbook placement tests for Inside and Edge
- a general math placement test for proper placement

For more information about English Learner standards and curriculum, please visit the District website.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education.

The Rehabilitation Act of 1973 prohibits discrimination and assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. Section 504 Plans are designed to remove barriers that limit a student's ability to access educational activities.

Section 504 teams are required to evaluate students to determine eligibility for a Section 504 Plan. The Section 504 team is also responsible for determining what accommodations are needed to provide equal access to educational opportunities.

If a parent/guardian believes a student has a disability that substantially limits a major life activity, the parent/guardian should contact the student's administrator to discuss the concern. A student is eligible for Section 504 services if the Section 504 team determines that the student has a physical or mental impairment that causes a substantial limitation to a major life activity.

Major life activities under Section 504 include, but are not limited to:

- caring for oneself
- bending
- performing manual tasks
- speaking

- seeing
- breathing
- hearing
- learning
- eating
- reading
- sleeping
- concentration
- walking
- thinking
- standing
- communicating
- lifting
- working

MDUSD Section 504 Procedural Safeguards

The Superintendent or designee shall notify parents/guardians of students with disabilities of all actions and decisions regarding the identification, evaluation, or educational placement of their children. Parents/guardians must also be notified of the procedural safeguards available if they disagree with a District action or decision, including the opportunity to examine relevant records and to participate in an impartial hearing.

If a parent/guardian disagrees with a District action or decision regarding identification, evaluation, or educational placement under Section 504, the parent/guardian may request a Section 504 due process hearing within 30 days of that action or decision.

Before requesting a due process hearing, the parent/guardian may request an administrative review within 30 days of the District's action or decision. The Coordinator will designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue, and the administrative review shall be held within 14 days after the request is received. If the issue is not resolved, or if the parent/guardian does not request administrative review, the parent/guardian may request a Section 504 due process hearing.

Special Education

Children with exceptional needs that cannot be met through accommodation or modification of the regular school program may be eligible for special education programs and related services.

Every school district must provide appropriate special education services for individuals with exceptional needs who reside within district boundaries. Public schools provide special education and related services for children who have been appropriately referred and identified as requiring those services.

All eligible children must be provided an appropriate educational program without cost to parents/guardians. To the maximum extent possible, individuals with exceptional needs must be educated in a program that promotes maximum interaction with the general school population.

Students will be served in the least restrictive environment. If a student cannot be served at the school of residence, every attempt will be made to provide services at the school nearest the student's home.

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

1. Children may not be placed in special education programs or receive related services until an assessment of eligibility and special needs has been completed.
2. Parents/guardians must receive written notice of the proposed assessment plan and provide informed written consent.
3. A report of the results of the assessment must be provided to parents/guardians before assessment is conducted or before placement in a program.
4. Parents/guardians must be provided an opportunity, upon request, to meet with appropriate school personnel regarding special education instruction and services, and they may bring an appropriate representative.
5. Parents/guardians have the opportunity to participate in the development of the student's Individualized Education Program (IEP) and in the annual review of that program.
6. Parents/guardians must consent to the IEP before the child is placed in a special education program.
7. Parents/guardians who disagree with a proposed IEP or believe they have been denied any of their rights may seek resolution through local mediation, a pre-mediation conference, or an impartial due process hearing. Requests must be made in writing to the District.
8. Parents/guardians may request a review of their child's program at any time. Staff has 30 days to schedule the IEP.

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

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

Community Advisory Committee

The Community Advisory Committee (CAC) for Special Education is a group of parents/guardians and school personnel who meet monthly to discuss issues related to special education.

The CAC:

- supports activities on behalf of individuals with exceptional needs
- encourages parent/guardian involvement in the development of the District Special Education Local Plan
- advises the MDUSD School Board on the annual development, amendment, and review of the local plan
- recommends annual priorities to be addressed by the local plan
- provides parent/guardian education

Parents/guardians who would like more information about the CAC or who wish to contact other parents/guardians of individuals with exceptional needs may call the Parent Liaison's Office at 925-682-8000 ext. 40426. The CAC meets on the first Tuesday of each month in the District Board Room, and meetings may be conducted online.

Special Education Transportation

If a student is placed at a school other than the home school because of an IEP program placement, the student may be eligible for transportation as indicated on the IEP. Special Education transportation is not available for students on intradistrict or interdistrict transfers due to parent school choice or personal circumstances. For more information, families may visit the District website.

Counseling Services

All Mt. Diablo Unified School District (MDUSD) schools have a counselor assigned to provide student and family support. While some elementary schools may not have a counselor on site every day, each school has a designated counselor available to support students as needed.

MDUSD school counselors collaborate with site teams to deliver a comprehensive school counseling program. This program includes both prevention and intervention services such as school-wide assemblies, classroom lessons, group counseling, and short-term individual or check-in support. Counselors also assist families by connecting them with resources and opportunities to access community-based mental health services.

In addition, counselors support students with academic planning, including course scheduling and transcript evaluation. They provide classroom lessons and guidance to help students explore career pathways and college opportunities.

Counselors are also key members of each school's Crisis Response Team, providing support to students, families, and staff during emergencies, crises, or traumatic events.

For more information about MDUSD school counseling services, please visit the MDUSD Counseling website.

Legal References

This section is based on applicable state and federal law, including but not limited to:

- Education Code § 48853.5
- Education Code § 48645.5
- Education Code § 48850
- Education Code § 56029
- Education Code § 49076(a)(11)
- Education Code § 49069.5(g)(h)
- Education Code §§ 56040 and 56040.1
- Education Code § 48915.5(e)
- 34 CFR Part 104
- 34 CFR 104.36
- California Code of Regulations § 3021
- 20 USC § 614(a)(1)(D)



HEALTH & SAFETY



Health & Safety

In this section, you will find information about immunization requirements, health screenings, student health services, medication, substance-use prevention, emergency response, and general health and safety guidance in the Mt. Diablo Unified School District (MDUSD).

Immunization Requirements

To enter or transfer into public and private elementary and secondary schools (grades Preschool through 12), children under age 18 must have immunizations as outlined below. These immunizations meet the requirements of California school immunization law and the recommendations of the Child and Adolescent Immunization Schedule.

The following are the requirements for admission and continued attendance

Vaccine	Grades	Requirements
Polio (IPV)	TK–12	4 doses at any age; 3 doses meet the requirement if the 3rd dose was given on or after the 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.
Diphtheria/Tetanus/Acellular Pertussis (DTaP/DT/Tdap)	TK–12	5 doses at any age; 4 doses meet the requirement if one was given on or after the 4th birthday; 3 doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday
Tdap Booster	7-12	In addition to the DTP/DTaP requirements, grades 7–12 must have 1 booster on or after age 7

Hepatitis B (HBV)	TK–12	3 doses at any age
Measles, Mumps, Rubella (MMR)	Ages 4–18 years	2 doses are required; the 1st dose must be given on or after the 1st birthday
Varicella (VZV or Chickenpox)	TK–12	2 doses are required
History of Chickenpox	—	Only medical exemptions issued through CAIR-ME will be accepted
Haemophilus Influenzae Type b (Hib)	Preschool	1 dose given on or after the 1st birthday; children over 60 months do not require Hib for school entry
Human Papillomavirus (HPV) **For more information:** HPV and HPV Vaccination: What Every Parent Should Know.	Recommended prior to 8th grade entry	2 doses are recommended for students ages 9–12

*Are students in Transitional Kindergarten subject to the Kindergarten immunization requirements?
Yes. Students in Transitional Kindergarten must have documentation of required immunizations or a valid exemption before admission.

For students who are 3 years old at the time of admission to TK, schools are recommended to initially apply the preschool immunization requirements and then follow up once the student turns 4 to apply the TK/Kindergarten immunization requirements. Hib is not required for TK/Kindergarten admission.

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

Students who are homeless or in foster care will be admitted immediately even if they arrive without immunization records or with incomplete records. Schools will use available resources to ensure these students receive all required immunizations as soon as possible.

Exemptions & Health

All new medical exemptions to immunizations must be submitted electronically through CAIR-ME.

If there is good cause to believe that an unimmunized student has been exposed to one of the communicable diseases covered by law, the student may be temporarily excluded from school until the local health officer determines that the student is no longer at risk of developing the disease.

The District cooperates with health authorities, as necessary, for the prevention and control of communicable diseases in school-age children. A student may be sent home if the student is believed to be suffering from a recognizable contagious or infectious disease.

Screenings

Health Services (Vision, Hearing, and Scoliosis Screenings)

Vision and hearing screenings are provided by the credentialed school nurse, or in some cases the district audiologist, for students in TK, Kindergarten, 2nd, 5th, and 8th grades. These screenings may also be provided to newly enrolled students in California schools.

Students may also be screened when referred by school staff, parents/guardians, or the students themselves.

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

Scoliosis Screening

The scoliosis screening mandate has been suspended by the state, and it is uncertain whether it will be reinstated. It is recommended that all 7th grade girls and 8th grade boys be screened by their healthcare provider.

Scoliosis is a sideways curvature of the spine that most often occurs during the growth spurt just before puberty. In many cases, the cause is unknown, but evaluation is needed to determine whether treatment is necessary.

Report of Health Examination for School Entry

School entry medical examinations are available through a family's usual source of medical care and through local county and community clinic providers. Information

and forms for the school entry physical examination and oral health evaluation are available from the school office.

Oral Health Examination

Children entering public school for the first time, in TK, Kindergarten, or 1st grade, must have a dental evaluation by May 31 of the first school year. Dental evaluations may be completed within the 12 months before school entry. Information and forms are available from the school office.

Type 1 Diabetes Information Sheet

Pursuant to state law, type 1 diabetes informational materials are provided to the parent/guardian of a pupil when the pupil is first enrolled in elementary school. Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated. This information is intended to raise awareness of the disease.

What is Type 1 Diabetes?

- The body turns carbohydrates into glucose, which is the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the body's cells.
- In type 1 diabetes, the pancreas stops making insulin and blood glucose levels rise.
- Over time, blood glucose levels may become dangerously high.
- If left untreated, hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication.
- Type 1 diabetes usually develops in children and young adults, but it can occur at any age.

Risk Factors Associated with Type 1 Diabetes

Researchers do not completely understand why some people develop type 1 diabetes. Having a family history of type 1 diabetes may increase the likelihood of developing the disease. Other risk factors may include environmental triggers, such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

Warning Signs and Symptoms Associated with Type 1 Diabetes

If your child displays warning signs such as increased thirst, unexplained weight loss, feeling very tired, blurred vision, dry skin, slow healing of sores or cuts, increased hunger, moodiness, irritability, increased urination, or bed-wetting after toilet training, contact your child's healthcare provider to determine whether screening is appropriate.

DKA is a complication of untreated type 1 diabetes and is a medical emergency. Symptoms include fruity breath, dry or flushed skin, nausea, vomiting, stomach pain, trouble breathing, and confusion.

Types of Screening Tests for Type 1 Diabetes

- Glycated hemoglobin (A1C) test
- Random (non-fasting) blood sugar test
- Fasting blood sugar test
- Oral glucose tolerance test

Type 1 Diabetes Support

There are no known ways to prevent type 1 diabetes. Once it develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, your healthcare provider can help develop a treatment plan and may refer your child to an endocrinologist.

If you have questions, contact your student's school nurse, school administrator, or healthcare provider.

Type 2 Diabetes Information

Type 2 diabetes information is provided to parents/guardians of incoming 7th grade students. This information is intended to raise awareness of a preventable and treatable disease.

Description

Type 2 diabetes is the most common form of diabetes in adults. Although it was once rare in children, it is becoming more common, especially among overweight teens. Type 2 diabetes affects the body's ability to use sugar for energy. Over time, high blood glucose can lead to serious health problems, including heart disease, blindness, and kidney failure.

Risk Factors Associated with Type 2 Diabetes

Risk factors include:

- being overweight
- inactivity
- family history of diabetes
- belonging to certain racial/ethnic groups
- puberty

Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. These include:

- eating healthy foods that are low in fat and calories
- getting at least 60 minutes of physical activity every day
- taking medication when prescribed and when diet and exercise are not enough to control the disease

A doctor or healthcare provider can determine whether a child is overweight based on age, weight, and height, and can request blood glucose testing to determine whether the child has diabetes or pre-diabetes.

Types of Diabetes Screening Tests Available

- Glycated hemoglobin (A1C) test
- Random (non-fasting) blood sugar test
- Fasting blood sugar test
- Oral glucose tolerance test

Parents/guardians who have questions should contact the student's school nurse, school administrator, or healthcare provider.

Administration of Medication

The administration of prescription and non-prescription medication to students during school hours may be done in exceptional circumstances when the student'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 both the healthcare provider and the parent/guardian. It must also be approved by the school principal. Medications and medical devices are only administered or operated for their FDA approved applications.

All medications must be provided in the original container with a label listing:

- the student's name
- the name of the medication
- the dosage
- the frequency/time of day the medication is to be administered
- a description of what the medication looks like

Students may not carry medication without consent from their healthcare provider, parent/guardian, and principal. Medications carried without consent will be confiscated and held for the parent/guardian to pick up. Parents/guardians will be notified in a timely manner if this occurs.

All medications must be picked up within one week after the last day of school or the medication will be disposed of.

Under no circumstances may school personnel provide medication, including over-the-counter medication, to students without a completed authorization form.

Medical and Dental Insurance

The District does not carry medical insurance for students who are injured on school premises, while under school jurisdiction, or while participating in District activities.

An optional medical and dental accident insurance plan is available to families at parent/guardian expense. The program is optional, and families may purchase this type of insurance from any source they choose.

The District does not act as an agent for any insurance provider and does not become involved in disputes over coverage or payment of claims.

Parents/guardians are also advised that the State of California, through the Medi-Cal Program, offers no-cost or low-cost medical, dental, and vision care coverage.

Specialized Healthcare Services

If a student requires specialized healthcare services in order to attend school or meet educational needs, those services shall be provided by the District during the school day.

Trained and qualified individuals will perform routine services under the supervision of a school nurse or licensed physician. Written healthcare provider orders, required protocols, and appropriate permission and release-of-information forms must be completed by parents/guardians before services can be provided.

When such services are needed, parents/guardians should meet with a school administrator and the school nurse to develop a plan.

Tobacco Use Prevention Education (TUPE)

The Contra Costa County Office of Education provides the MDUSD community with information and resources to reduce youth tobacco use by helping students in grades 6–12 make healthy tobacco-related decisions through educational instruction and activities.

While the primary focus of the program is tobacco prevention, including vapor delivery devices (i.e. e-cigarettes and vape pens), the strategies are comprehensive and also include information on alcohol, marijuana, and other drugs.

TUPE programs include:

- classroom-based prevention programs
- intervention support and cessation resources
- youth development activities

Students also build skills in communication, planning, public speaking, and decision-making.

Emergency Medication Administration AR 5141.21

Overdose deaths caused by Fentanyl are increasing nationwide. Naloxone (Narcan) is a medication used to reverse opioid overdoses.

In response to this crisis, all District schools maintain a supply of Naloxone, and staff have been trained to administer it to any person suffering, or reasonably believed to be suffering, from an opioid overdose.

Additionally, all District schools maintain a supply of epinephrine delivery systems. Trained staff may administer said medication to any person suffering, or reasonably believed to be suffering, from anaphylaxis.

Students and Anabolic Steroids

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

Students participating in athletics are prohibited from using anabolic steroids or other performance-enhancing drugs. Before participating in interscholastic athletics, a student athlete and the student's parent/guardian must sign an agreement stating that the student will not use steroids unless the student has a written prescription from a fully licensed physician to treat a medical condition.

A student found to have violated the agreement or this policy shall be restricted from participating in athletics and may be subject to disciplinary procedures, including suspension or expulsion, in accordance with law, Board policy, and administrative regulation.

General Guidelines for Exclusion of Sick Children

Safe, in-person learning is critical to the well-being and development of children. However, to ensure a safe and healthy learning environment for all students, please keep your child at home if they exhibit signs and symptoms of significant illness.

Our guidelines align with the recommendations outlined in the California Department of Public Health Consideration for Ill Children in Child Care or Schools. They are intended to support decision-making when an individual child has symptoms of illness in the school setting. Guidance from the Contra Costa County Communicable Disease Guide for Schools and Child Care Settings may also be used when determining need for school exclusion due to illness.

Your Child must meet the following criteria to be at school. Otherwise, your child should stay home:

The child can participate meaningfully in school activities, AND

The staff can provide appropriate care without compromising the health and safety of other children.

Under California law, a child may be required to stay home (or go home) from school in specified circumstances where an apparent illness presents a significant risk to other children or school personnel. (Education Code §49213; Education Code §49451.)

HOW SICK IS TOO SICK FOR SCHOOL? *This guidance provides considerations when a child has symptoms of illness. For students with a specific diagnosis, follow the guidance of your child's healthcare provider, local health department, or the California Department of Public Health (CDPH).*

Cough, Cold, and/or Sore Throat	Students should remain home when: ● A cough is frequent, uncontrollable, worsens with physical activity, or a student cannot cover their mouth when coughing. ● Nasal congestion, if bothersome, may limit a student's ability to engage in academic work. ● Inability to swallow or breathing difficulties. ● Fever is present. ● Excessive drooling.
Fever	Definition: A temperature above 100.4°F (38°C). Return when: ● Fever free for 24 hours – without using fever-reducing medications, e.g., Tylenol®, Advil®, Motrin®, (acetaminophen or ibuprofen); AND ● Other symptoms are improving ● The child can participate comfortably in routine school activities. ● NOTE: If your child has a diagnosed illness with a fever, such as COVID or another infectious disease, please refer to condition-specific guidelines or follow the advice from your medical provider.
Eye Irritation & Pink Eye	Definition: Red or pink appearance to the white part of the eyeball. The child's eyes may also be itchy, have crusted or matted eyelashes, more watering than normal, or yellow/white drainage. Students should remain home when: ● Purulent (pink or red conjunctiva (whites of eyes) with white or yellow mucus) and diagnosed with bacterial conjunctivitis until treated. ● Problems seeing (vision changes). ● Pain or discomfort the child cannot tolerate.

	Depending on the specifics, it might not be necessary for a child to stay home from school or child care. Frequent hand washing should be encouraged. Eye irritation can also result from allergies or chemical exposures (e.g., air pollution, smoke, or swimming in chlorinated pool water). Consult your medical provider for guidance and medication if indicated.
Rash or Itching	Students should remain home when: ● Oozing, open wound, or infection that cannot be covered and is in an area that might come in contact with others. ● Skin that looks bruised without a known injury or in an unusual location. ● Rapidly spreading dark red or purple rash. ● Tender, red area of skin, rapidly increasing in size or tenderness. ● Associated symptoms of a serious allergic reaction (rash with throat closing, abdominal pain, vomiting, or wheezing). ● Rash associated with fever. Note: For diagnosed conditions, follow the advice of your healthcare provider. Children may return after the appropriate treatment is started. Depending on your diagnosis, you may need a written clearance from a healthcare provider to return to school.
Vomiting	Definition: Forceful expelling of stomach contents out of the mouth 2 times or more in 24 hours. Students should remain home when: ● Vomiting has occurred 2 or more times in 24 hours. ● Fever (see “Fever” for return guidance). ● Concern for a serious allergic reaction, such as hives appearing with vomiting. ● Vomit appears green or bloody. ● Recent head injury. ● Looks or acts very ill. A student who vomits at school due to illness is required to go home. Return when: ● Vomiting ends during the night and the child can hold down food or liquids in the morning.
Diarrhea	Definition: Stools that are more frequent (typically two more than normal) or loose and less formed than usual for that child AND not associated with a change in diet. Students should remain home when: ● Stool not contained in the diaper or unlikely to make it to the toilet (when toilet-trained). ● Stool that appears to have blood or mucus. ● Diarrhea that occurs during an outbreak and exclusion is recommended by the local health department.

Questions?	Please contact your school or Credentialed School Nurse for assistance.

The American Academy of Pediatrics and the CDC recommend that a student remain home for 24 hours after a fever subsides. A student must be fever-free without the use of fever-reducing medication for 24 hours before returning to school.

Resources for Parents/Guardians

Parent/Guardian Liaisons

The District recognizes that raising children often presents challenging situations for families. In an effort to better serve and support students and families, the District provides access to family supports.

The Special Education Department offers support to families through the Parent/Guardian Liaison. Assistance may include:

- truancy intervention and chronic absenteeism support
- Section 504 plans
- Student Success Teams (SST)
- information and referral to community-based services
- special education
- appeal processes
- complaint procedures

For more detailed information about parent committees or ways to partner with the District, families may visit the District website.

Parent/Guardian Education Program

The Mt. Diablo Adult Education Parent Education Program provides classes, workshops, and presentations to support parents/guardians in MDUSD.

Programs may include:

- Loving Solutions / Parent Project Junior
- Parent Project
- Certificate Parenting
- Anger Management

Information regarding parenting classes, school readiness and early childhood classes, and workshops can be obtained by calling the Parent Education Program at **(925) 685-7340 ext. 67490**.

Other Resource for Parent/Guardians

This program is a support service offered to parents/guardians by the District. Members are parents/guardians who have completed training in peer-to-peer support.

These volunteers offer support and assistance to families with children attending MDUSD schools and may provide:

- answers to questions
- support and consultation
- information on specific disabilities
- information about the IEP process

For more information, families may ask the office manager at their school for a Resource Parent Card or contact the Parent/Guardian Liaison.

Drug and Alcohol / Teen Anger Management Workshops

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

Legal References

This section is based on applicable District policies and state and federal law, including but not limited to:

- Health and Safety Code §§ 120326–120375
- Education Code § 48000(c)
- Education Code § 49403
- Education Code § 49451
- Education Code § 49452.8
- Education Code § 49452.6
- Education Code § 49452.7
- Education Code § 49472
- Education Code § 5141.21
- Board Policy 5141.24
- Board Policy / Administrative Regulation 5131.63

STUDENT BEHAVIOR & DISCIPLINE



Student Behavior & Discipline

In this section, you will find information about student conduct expectations, alternatives to suspension, suspension and expulsion procedures, bullying and harassment policies, dress and grooming expectations, mobile communication devices, search and seizure, and student safety reporting in the Mt. Diablo Unified School District (MDUSD).

Student Conduct and Discipline

Expectations for a Safe and Welcoming Environment

Board of Education Statement

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

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

In developing rules regarding student conduct and discipline, District personnel are guided by the following general policy statements:

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

Students with IEP and Section 504 Plans

Any student with an IEP has specific procedural safeguards regarding student conduct and discipline. Parents/guardians of students with an IEP who have questions about these rights may contact the Special Education Department at **925-682-8000 ext. 40422.** Parents/guardians of students with a Section 504 Plan who have questions about these rights may contact the Student Services Department at **925-682-8000 ext. 40328**.

Notification to Teachers

The District is required to inform a teacher of every student in the teacher's class who has engaged in, or is reasonably suspected to have engaged in, any act that could constitute grounds for suspension or expulsion, with the exception of possession of tobacco products. Teachers are also given notice when students are transferred for disciplinary reasons or when Juvenile Court officials notify the District that students have been convicted of certain violent crimes.

Any information received by a teacher for this purpose must be kept confidential and may not be further shared by the teacher except as permitted by law.

This notice includes important information and notifications to parents/guardians that are required by law. A more comprehensive description of a school's operation and programs is available from each school office.

If there are questions about any of these provisions or school activities, parents/guardians should contact the school principal or the person identified in the applicable description.

Alternatives to Suspension

State law provides that suspension should be imposed only when other means of correction fail to bring about proper conduct. Schools are directed to use alternatives to suspension when appropriate and to document those efforts.

Examples of alternatives to suspension may include:

- Conference with student and teacher
- Conference with student, teacher, and administrator
- Conference with student, teacher, administrator, and parent/guardian
- Student Success Team (SST) referral
- Short-term in-school counseling
- Support strategies during the school day
- Behavior Support Plan
- Peer mediation
- Referral to a mentoring program

- Referral to a city agency or community provider

However, a student may still be suspended on a first offense without other means of correction if suspension is required by law, if the offense falls within specified serious categories, or if the principal determines that the student's presence causes a danger to persons. Because suspension results in the loss of valuable academic learning time, parents/guardians are strongly encouraged to review disciplinary guidelines with their child so expectations and consequences are clearly understood.

Definition of Terms

Suspension

Suspension is the temporary removal or exclusion of a pupil from ongoing classroom instruction or from school for adjustment purposes, as initiated by a teacher or administrator.

Suspension from school is designated an unexcused absence. As such, students do not have the right to make up work or tests missed during the period of suspension, except as otherwise required by law. If a student is suspended for two or more school days, the student or parent/guardian may request that the teacher provide the homework the student would otherwise have been assigned.

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

Expulsion

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

Grounds for Disciplinary Action and Causes for Suspension and/or Expulsion

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or principal determines that the pupil has committed an act listed in law.

Grounds include, but are not limited to, the following:

- Caused, attempted to cause, or threatened to cause physical injury to another person

- Willfully used force or violence upon another person, except in self-defense
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless authorized as allowed by law
- Unlawfully possessed, used, sold, or otherwise furnished a controlled substance, alcoholic beverage, or intoxicant of any kind, or was under the influence of one
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, alcoholic beverage, or intoxicant and then sold or furnished another substance represented as such
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property, including electronic files and databases
- Stole or attempted to steal school property or private property
- Possessed or used tobacco, nicotine products, vape pens, or e-cigarettes, except as permitted by prescription
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed, offered, arranged to sell, negotiated to sell, or sold drug paraphernalia
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, where permitted by law
- Knowingly received stolen school property or private property
- Possessed an imitation firearm
- Committed or attempted to commit sexual assault or sexual battery
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing
- Engaged in an act of bullying

Mandatory Recommendations for Expulsion

The principal or superintendent shall recommend expulsion for certain acts committed at school or at a school activity off school grounds unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

Acts for which the principal or superintendent must immediately suspend and recommend expulsion include:

- possessing, selling, or otherwise furnishing a firearm
- brandishing a knife at another person
- unlawfully selling a controlled substance

- committing or attempting to commit sexual assault
- possessing an explosive

The Governing Board shall expel a pupil found to have committed these acts and refer the pupil to an educational program prepared to accommodate students who exhibit discipline problems, as required by law.

Liability of Parents/Guardians for Willful Student Misconduct

Parents/guardians of a minor may be liable for damages caused by the willful misconduct of the student that result in injury or death to another pupil, school employee, or school volunteer, or that result in damage to District property or the personal property of a school employee. The liability of the parent/guardian is limited to $10,000, adjusted annually for inflation.

Authority to Invoke Disciplinary Action

Teacher

- A teacher may suspend a pupil from the teacher's class for any act listed in Education Code §48900.
- elementary teachers may suspend students from self-contained classrooms for the remainder of the day and one additional school day
- elementary teachers in non-self-contained classes may suspend a student for the remainder of the period(s) and one additional teaching period if the student is under their direct supervision the next day
- secondary teachers may suspend a student for the remainder of the period(s) and one additional teaching period if the student is under their direct supervision the next day
- a teacher may refer a pupil to the principal for consideration of suspension from school
- a teacher may require a parent/guardian to attend a portion of a school day in the student's class under circumstances allowed by law
- the original notice-and-conference requirements for classroom visitation should remain in place

Principal or Designee

- The principal or designee may suspend a pupil from school for any reason listed in Education Code § 48900.
- The principal or designee may suspend a student only for acts related to school activity or attendance, including (a) while on a school bus or grounds, (b) while going to or coming from school, (c) during the lunch period (on or off campus), (d) during, or while going to or coming from a school-sponsored.

- The principal or designee may suspend a student from school for a period not to exceed 5 successive school days, except where allowed by law, for any single offense, and not for more than 20 school days in one school year unless the student's educational placement is changed due to behavioral concerns.
- When considering or implementing disciplinary actions for special needs students, required procedural safeguards under federal and state law will be followed.

Parents/guardians

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

Disciplinary Action Procedures

Detention Procedures

- A pupil shall not be detained in school for disciplinary or other reasons for more than one hour after the close of the maximum school day.
- Parent/guardian notification is required before imposing a detention of more than 15 minutes. Notification and detention may occur on the same day.
- Parent/guardian notification is required on the day prior to imposing any detention on a student who is transported by school district bus, unless an exception is made with parent/guardian consent. Delivery of notice to the student constitutes parent/guardian notification.

Suspension Regulations and Procedures

Suspension removes a student from the classroom and/or the school campus and results in the loss of academic time. Students are encouraged to seek assistance and support from a staff member with whom they have a positive relationship in order to avoid behavior choices that could result in suspension. Staff are encouraged to intervene and provide support and/or restorative processes to help students de-escalate behavior and resolve conflict or misconduct.

No pupil shall be suspended or expelled for acts listed in law unless the act is related to school activity or school attendance and occurred within the jurisdiction described by law.

Length of Suspension

Suspension by a Teacher

Any teacher or substitute teacher may suspend a student from the teacher's classroom for the day of the suspension and the following school day for any of the acts identified in state law.

The teacher who issues the suspension shall immediately report the suspension to the principal and send the student to the principal for appropriate action.

The teacher shall request that the student's parent/guardian attend a parent/guardian-teacher conference regarding the suspension.

When reasonable, a teacher may also request that the parent/guardian attend the classroom from which the student was suspended for offenses involving defiance, disruption, the commission of an obscene act, and/or habitual profanity or vulgarity. If a teacher requests a parent/guardian classroom visit, the principal shall provide written notice stating that the attendance is required pursuant to law. This requirement applies only to a parent/guardian who resides with the student.

The teacher shall ensure that the principal or designee meets with the parent/guardian after the classroom visitation and before the parent/guardian leaves the school site. If the parent/guardian does not respond to the teacher's request to attend school, the principal or designee shall make contact and follow the procedures required by law.

Suspension by the Principal

A suspension imposed by the principal is limited to five consecutive school days for any one incident and may not exceed a total of 20 school days during the school year.

If a student is transferred for purposes of adjustment to another school, class, or continuation education school or class, the total number of school days for which the student may be suspended shall not exceed 30 days in any one school year.

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, attempt to cause, threaten to cause, or participate in an act of hate violence. 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.

Definitions

No person shall by force or threat of force, willfully injure, intimidate, interfere with, or threaten any other person in

the free exercise or enjoyment of any right or privilege secured to him or her by the constitution or laws of this state or by the Constitution of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

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

Bullying is a Form of Harassment

The District believes that all students have the right to a safe and healthy school environment. 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. This includes direct physical contact, verbal assaults, and social isolation or manipulation.

This policy applies whenever a student is:

- on school grounds
- traveling to or from school or a school-sponsored activity
- on or off campus during lunch
- during a school-sponsored activity

The Board 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 parent/guardian believes the issue has not been appropriately resolved, the parent/guardian should contact the principal or Student Services. Retaliation against a complainant or participant in the complaint process is prohibited.

General Definitions

Bullying occurs when one or more students threaten, harass, or intimidate another student through words or actions, including:

- direct physical contact such as hitting or shoving
- verbal assaults such as teasing or name-calling
- transmission of harassing communications, direct threats, or harmful texts, sounds, or images through the internet, social media, or other technology

These incidents will be addressed when they occur:

- on school grounds at any time
- while traveling to and from school or a school-sponsored activity
- during lunch, whether on or off campus
- during, or while going to or coming from, a school-sponsored activity

Specific Bullying Examples

Bullying includes, but is not limited to:

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

Complaint Process

Any student who believes the student has been subjected to bullying, hate violence, or hostile harassment should immediately report the incident to the principal or another school official.

Any student who has reported such conduct and believes it has not been remedied in a timely manner may file a written complaint with the principal. Each complaint

shall be promptly investigated in a way that respects the privacy of all parties concerned.

For more information regarding this policy, parents/guardians may contact **Student Services at 925-682-8000 ext. 40328**.

Sexual Harassment Policy

District policy prohibits sexual harassment of or by any student.

Prohibited sexual harassment includes 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 circumstances defined by law.

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 §48900.2):

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- Submission to or rejection of the conduct by the individual is used as the basis for academic or employment decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive educational or work environment.
- Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution
- Any act of retaliation against a person who reports a violation of the sexual harassment policy or who participates in the investigation of a sexual harassment complaint.
- Sexual harassment is forbidden and will result in disciplinary action up to and including expulsion, if the person doing the harassing is a student, and discharge, if the person doing the harassing is an employee.
- EXAMPLES OF SEXUAL HARASSMENT INCLUDE:
- Unwelcome flirtations or propositions, sexual slurs, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, sexual jokes, stories, drawings, pictures, or gestures, or spreading sexual rumors.
- Touching a student's body or clothes in a sexual way.

- Purposefully cornering or blocking of normal movement, or limiting a student's access to education tools.
- Displaying sexually suggestive objects

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

Complaint Process for Sexual Harassment

Board Policy 5145.7

The Governing Board is committed to maintaining a safe school environment free from harassment and discrimination. The Board prohibits sexual harassment targeted at any student at school or at school-sponsored or school-related activities. Retaliatory behavior or action against any person who reports, files a complaint, testifies, or otherwise supports a complainant is also prohibited.

The District strongly encourages students who feel they are being or have been sexually harassed on school grounds, at a school-sponsored or school-related activity, or off campus with continuing effects on campus, to immediately contact a teacher, principal, the District's Title IX Coordinator, or another available school employee.

Any employee who receives a report or observes an incident of sexual harassment must notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure that the complaint or allegation is addressed through the appropriate District procedure.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Kristy Avila Title IX Coordinator/Civil Rights Officer

1936 Carlotta Drive, Concord Ca, 94519

(925) 682-8000 x40010 | equity@mdusd.org

Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothing suitable for the school activities in which they participate.

Students have the right to make individual choices from a wide range of clothing and grooming styles, but those choices must not present a health or safety hazard or create a distraction that interferes with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever those standards are revised. Students should project an appearance that is conducive to a safe learning environment. Dress that is disruptive or contrary to school rules regarding drugs, alcohol, violence, or gangs is not permitted.

Student clothing, emblems, badges, jewelry, symbols, or other insignia that create a clear and present danger on school premises or disrupt the orderly operation of the school are prohibited.

School Dress Code

The principal may establish a dress code that prohibits students from wearing apparel that presents a distraction or threatens to disrupt school activities.

Inappropriate dress is attire that creates a distraction or safety concern on a school campus. The outdoor use of sun-protective clothing, including hats, is permitted. However, specific clothing or hats determined to be gang-related or otherwise inappropriate under District policy are prohibited. Principals may determine that hats are prohibited in certain locations where sun protection is not necessary.

A dress code may be included as part of the school safety plan and must be presented to the Board for approval.

Uniforms

The Governing Board recognizes that appropriate dress and grooming contribute to a productive learning environment and that school uniforms may, in some cases, promote student safety and discourage theft, peer rivalry, and/or gang activity.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures allowing parents/guardians to have their children exempted from the uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance if parents/guardians choose not to comply based on beliefs or other permitted exceptions.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Mobile Communication Devices

Board Policy 5131.8

The Governing Board recognizes that smartphones and other mobile communication devices may be beneficial to student learning and well-being, but may also disrupt the instructional program in some circumstances.

Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus during non-instructional time, as long as the device is used in accordance with law and any site rules.

Mobile communication devices shall be turned off during instructional time. A student shall not be prohibited from possessing or using a mobile communication device under circumstances allowed by law, including when permission has been granted by a teacher or administrator, when necessary for the student's health and well-being, or when required by the student's IEP.

Mobile communication devices shall not be used in any manner that infringes on the privacy rights of another person.

When a school official reasonably suspects that a search of a student's device will reveal evidence of a violation of law or school rules, the search shall be conducted in accordance with District search and seizure policy.

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and the device may be confiscated. The District is not responsible for devices that are lost, stolen, or damaged when brought on campus or to a school activity.

Search and Seizure

The Governing Board has established a search and seizure policy to help ensure that all persons' rights, safety, and property are protected. As necessary to protect the health, safety, and welfare of students and staff, school officials may search students, their property, and/or District property under their control, and may seize illegal, unsafe, or prohibited items.

Use of Metal Detectors

The Board believes that the presence of weapons in schools threatens the safe and orderly learning environment to which students and staff are entitled. The Board has authorized metal detector searches as a reasonable means to keep weapons out of schools and reduce fear among students and staff.

Cameras on Campuses and School Buses

Security cameras are installed on school campuses and school buses. If there is a question about events that occurred on a bus, the District is able to review video footage to determine what happened.

Students should understand that cameras are in use at all times, even when schools are closed, and that their actions may be videotaped and are not private. The District believes that surveillance cameras help make campuses and buses safer for all students.

Anonymous Reporting System

Campus safety is a concern for students, parents/guardians, and staff. The District encourages students to tell an adult on campus about safety concerns, including the possession of weapons.

An anonymous reporting option is also available on the District's website and on each secondary school website for students and parents/guardians to report anything occurring at school that is causing students to feel unsafe. If students are concerned about retaliation, the "Say Something" Anonymous Reporting option is available as an alternative to personally reporting a campus safety concern.

Bark

The District uses Bark, a program that monitors email and social media use on District devices for potential dangers or violations of technology acceptable use agreements.

Alerts are sent to staff members, including counselors and administrators. This may result in interventions or support, including counseling or disciplinary action.

Media Release

During the year, schools host events the news media and the school may want to feature. School officials, parents and students may take photos or video of school events. These materials allow schools to increase public awareness, remote education programs and highlight student accomplishments (like awards, graduations, etc.), through articles, websites, social media and other publications. Your child's participation in these events is valued and we need your permission to use your student's image and/or name in media projects. In doing so, parent/guardians are releasing the District, including its employees and staff, from all claims resulting from the use and editing of their child's image, voice or name, and the use, editing and release to media outlets.

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

Student, Parent, and Staff Rights and Responsibilities

In this section, you will find information about the rights and responsibilities of students, parents/guardians, teachers, and administrators.

Rights of Students

Students have the right:

1. To attend school and classes unless removed under due process as specified in the Education Code and District rules.
2. To be informed about school and District rules and regulations pertaining to students.
3. To receive appropriate educational programs designed to meet the individual needs of regular education students and the special needs of students with disabilities.
4. To attend school in an academic and social climate that is free from fear and violence.
5. To receive fair and reasonable treatment from those responsible for enforcing standards of student conduct.
6. To examine personal records upon reaching age 16, with the assistance of a certificated staff member for proper explanation.
7. If enrolled in grades 7–12, to be excused from school for the purpose of obtaining confidential medical services without the consent of the parent/guardian, as provided by law.

8. If age 18 or older, to assume the responsibilities and powers that, in the case of a minor, would otherwise belong to the parent/guardian for verifying absences from school.

Responsibilities of Students

Students are responsible:

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

Rights of Parents/Guardians

Parents/guardians have the right:

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

Responsibilities of Parents/Guardians

Parents/guardians are responsible:

1. To make sure their children attend school regularly and on time, have adequate sleep and nutrition, practice proper personal hygiene, and wear appropriate clothing.
2. To be familiar with District policy and school rules and regulations.

3. To provide the school with a current emergency telephone number where a parent/guardian or responsible adult may be reached at all times.
4. To actively participate in efforts to improve student behavior when necessary by assisting school personnel in planning and implementing a prescriptive program.
5. To maintain consistent and adequate control over their children and to support reasonable control measures as applied by school personnel.
6. To cooperate with the school in bringing about improvements designed to enhance the educational program offered to students.
7. To make provisions for off-campus care for the student in the case of suspension, illness, or accident.

Rights of Teachers

Teachers have the right:

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

Responsibilities of Teachers

Teachers are responsible:

- to enforce established District and school rules
- to conduct a planned classroom program that considers individual differences
- to serve as positive role models for students
- to initiate, post, and enforce classroom regulations consistent with school and District policy
- to maintain consistent and adequate control over students
- to take prompt and appropriate action when students misbehave
- to hold students accountable for conduct while at school or school-sponsored activities for which the teacher has directed or assigned supervisory responsibility

- to immediately inform parents/guardians when behavior, attendance, or academic problems arise that cannot be addressed in a routine manner at school

Rights of Administrators

Administrators have the right:

- to expect students to behave in a manner that does not interfere with the educational programs and related student activities offered by the school
- to receive parental support related to the academic and social progress of students
- to receive support from school employees and parents/guardians in maintaining campus control
- to suspend, recommend exclusion, expulsion, or exemption within the limits of the law

Responsibilities of Administrators

Administrators are responsible:

1. To provide leadership that establishes, encourages, and promotes good teaching and an effective learning environment.
2. To provide a positive role model and leadership in developing and implementing school rules and regulations, including attendance reporting to parents/guardians.
3. To publicize school and District rules and regulations at the beginning of each school year or at the time of a student's enrollment during the year.
4. To grant access to pupil records by a parent/guardian or others with proper authorization.
5. To develop and implement procedures for student assessment and placement into appropriate educational programs.
6. To initiate and enforce control measures needed to establish and maintain an environment in which learning and teaching can take place.
7. To hold students accountable for conduct and attendance and to take prompt, appropriate action toward students who misbehave, are excessively absent, or are truant.

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7. To hold students accountable for conduct and attendance and to take prompt, appropriate action toward students who misbehave, are excessively absent, or are truant.

Legal References

This section is based on applicable District policies and state and federal law, including but not limited to:

- Education Code § 48980
- Education Code § 49079
- Education Code § 48900
- Education Code § 48900.1
- Education Code § 48900.2
- Education Code § 48900.3
- Education Code § 48900.4
- Education Code § 48900.5
- Education Code § 48900.7
- Education Code § 48903
- Education Code § 48904
- Education Code § 48910
- Education Code § 48911
- Education Code § 48913.5
- Education Code § 48915
- Education Code § 35183
- Education Code § 35186
- California Code of Regulations, Title 5, Section 353
- Board Policy 5145.7
- Board Policy 5131.8
- Board Policy 5145.12
- Board Policy / Administrative Regulation 5131.63

ADDITIONAL RESOURCES & INFORMATION



School Calendar

2026-2027 SCHOOL CALENDAR HOLIDAYS | REPORT PERIODS | SCHOOL-BASED DAYS	
Professional Development	August 3-5, 2026
First Day of School	August 6, 2026
Labor Day	September 7, 2026
End First Quarter	October 2, 2026
Fall Recess	October 5-9, 2026
Indigenous People Day	October 12, 2026
Teacher In-Service (no students)	October 26, 2026
End First Trimester	October 30, 2026
Veterans Day	November 11, 2026
School Recess - Thanksgiving	November 23-27, 2026
End Second Quarter and End First Semester	December 18, 2026
Winter Recess	December 21, 2029 - January 1, 2027
Dr. Martin Luther King Jr. Day	January 18, 2027
President's Day	February 15, 2027
End Second Trimester	February 26, 2027
End Third Quarter	March 12, 2027
Teacher In-Service (no students)	March 15, 2027
Farmworkers' Day	April 2, 2027
Spring Recess	April 5-12, 2027
Memorial Day	May 31, 2027
End Third Trimester, Fourth Quarter, & End of Second Semester	June 2, 2027
Juneteeth	June 18, 2027

Testing Calendar

2026-2027 TEST CALENDAR**		
Testing Program(s)	Grades & Content	Testing Window
California Assessment of Student Progress and Performance (CAASPP)* California Alternate Assessment (CAA)*	Grades 3–8 & 11 English Language Arts & Mathematics Grades 5, 8, 11 California Science	4/13–6/2
English Language Proficiency Assessments for California (ELPAC) Alternative Assessment (VCALPPS)	Grades K–12 Initial identification of new students Annual Assessment of English learners	8/10 2/1–5/31
Physical Fitness Test (PFT)	Grades 5, 7, 9 ● Aerobic Capacity ● Abdominal Strength and Endurance ● Trunk Extensor Strength and Flexibility ● Upper Body Strength and Endurance ● Flexibility	2/1–5/20

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

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

Transportation

In this section, you will find information about transportation services, student eligibility, bus safety expectations, driver authority, and transportation procedures in the Mt. Diablo Unified School District (MDUSD).

The Mt. Diablo Unified School District (MDUSD) Transportation Department provides bus service as authorized by the School Board.

For the 2026–2027 school year, service is provided for:

- Special Education students who are eligible for transportation, as indicated on the IEP: can sign up for school bus transportation on the Special Education webpage at the link here:Special Education - Mt. Diablo Unified School District
- High school students who live in the Bay Point area (Proof of residence is required): Go to the District Web Page: Bus Pass Information and Resources
- El Dorado Middle School students who live in the previous Glenbrook Middle School attendance area (Proof of residence is required): Go to the District Web Page: Bus Pass Information and Resources

To view and download the MDUSD Parent Handbook for Special Education Transportation, click here: MDUSD Parent Handbook - Special Education Transportation

To view and download the MDUSD Transportation Safety Plan, click here: MDUSD Transportation Safety Plan

Transportation Safety and Riding Expectations

To help ensure the safety of all riders, students are responsible for following transportation safety rules. Transportation staff may issue citations for safety violations and may forward disciplinary recommendations to the student's site administrator when necessary.

Depending on the severity of the incident, a site administrator may issue a temporary bus suspension or a permanent loss of riding privileges.

Parents/guardians are responsible for cooperating with the District and helping enforce transportation safety rules so that students understand and follow them.

Authority of the Driver

Students transported in a school bus or school pupil activity bus are under the authority of and directly responsible to the bus driver. The driver is responsible for the orderly conduct of students while they are on the bus or being escorted across a street, highway, or road.

Continued disorderly conduct or persistent refusal to submit to the driver's authority is sufficient grounds for a student to be denied transportation.

A bus driver shall not require any student to leave the bus en route to home, school, or other destinations.

The Governing Board is required to adopt rules to enforce these provisions. These rules include administrative procedures related to suspension of riding privileges and must be made available to parents/guardians, students, teachers, and other interested parties.

Bus Conduct

To help ensure the safety and well-being of students, bus drivers, and others, the Governing Board expects students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus.

The Superintendent or designee shall establish regulations related to:

- student conduct on buses
- bus driver authority
- suspension of riding privileges

These rules are to be made available to parents/guardians, students, and other interested parties.

Students found to be in violation of the District's bus conduct rules may be subject to disciplinary actions in accordance with Board policy and administrative regulations.

The Superintendent or designee may deny a student the privilege of using school transportation when the student continues to engage in disorderly conduct or persistently refuses to submit to the authority of the driver.

Bus Surveillance Systems

The Board believes that the use of surveillance systems on school buses helps:

- deter misconduct and improve discipline
- ensure the safety of students and bus drivers
- prevent vandalism

For these reasons, school buses may be equipped with surveillance systems that capture both video and audio recordings for the purpose of monitoring student behavior while students are traveling to and from school and school activities.

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on any school bus and that the contents of a recording may be considered a student record. As such, recordings may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate.

A prominent notice shall also be posted in it stating that the bus is equipped with a surveillance monitoring system.

Bus Stop and Route Procedures

Students should not arrive at the bus stop more than five minutes before the scheduled pick-up time.

Bus drivers will not depart from pick-up stops before the scheduled time. The Transportation Department uses the U.S. Atomic Clock to set its clocks.

The bus driver will make every effort to arrive at the scheduled pick-up time. If the bus arrives early, the driver will wait until the scheduled departure time. To remain on schedule, the driver cannot stay beyond the scheduled pick-up time.

Afternoon drop-off times are more flexible than pick-up times. Some students may be dropped off earlier than scheduled when drivers gain time by bypassing bus stops for absent students.

Loading and Departure Procedures

Special Education bus routes are written to allow students ten minutes to load the bus after school dismissal. Buses must depart the school 10 minutes after dismissal to stay on schedule.

Bus routes transporting general education students who ride the Mt. Diablo High School/Bay Point shuttle or the El Dorado Middle School shuttle from the former Glenbrook Academy attendance area allow students five minutes to load the bus after school is dismissed.

Assigned Stops and Seating

The bus driver has the authority to assign students to specific seats when necessary.

Bus drivers are required by law to load and discharge passengers only at authorized stops listed on scheduled home-to-school, school-to-home, or other trip routes. Families should not ask or expect a driver to stop at a location other than the student's assigned bus stop.

Releasing Students at the Bus Stop

Many Special Education students must be met by a responsible adult. If no one is available to meet the student and dispatch is unable to contact a responsible adult, the driver will continue on the route. If dispatch has not been contacted by phone by the end of the route, the driver may be directed to return the student to school, if possible. If the student cannot be returned to school, the student may be taken to the District office, or Child Protective Services may be contacted.

Middle school and High school students do not have to be met at their bus stops. However, if a student is hesitant or unwilling to get off the bus at the assigned stop, the student will not be forced to exit. In that case, the student will either be returned to school or taken to the District office.

School Bus Equipment

All school buses are inspected daily by the driver, routinely by District mechanics, and annually by the California Highway Patrol. Each vehicle must be certified to comply with all applicable regulations and laws governing pupil transportation in the State of California.

All District-operated buses are equipped with GPS, which may be used to track arrival and departure times. In addition, some buses may be equipped with video cameras that may be reviewed later by District staff and outside agencies when needed.

Cameras on Campuses and School Buses

Security cameras are installed on school campuses and school buses. If there is a question about events on a bus, the District can review video footage to determine what happened.

Students should understand that cameras are in use at all times, even when schools are closed, and that their actions may be videotaped and are not private. The District believes that surveillance cameras help make campuses and buses safer for all students.

Legal References

This section is based on applicable California law and District administrative regulation, including but not limited to:

- 5 CCR 14103
- Administrative Regulation 5131.1

Food and Nutrition Services Information

In this section, you will find information about student meals, household income forms, eligibility for additional benefits, and how to access menus and meal account information in the Mt. Diablo Unified School District (MDUSD).

Food and Nutrition Services
2330 Bisso Lane, 2nd Floor
Concord, CA 94520
(925) 682-8000 ext. 3775

foodservicessec@mdusd.org

The California Universal Meal Program continues during the 2026-2027 school year. All students may receive one breakfast and one lunch during the school day at no cost. Enrolled students are already set up to receive these meals. No action is required.

Every school in MDUSD qualifies for the **Community Eligibility Provision (CEP)**. Food & Nutrition Services is accepting two forms:

1. **Household Income Form**
2. **Universal Benefits Application**

Household Income Forms are collected from all MDUSD households. The Household Income Form may be completed in HomeLink, or families may contact the school office to request a paper form.

Universal Benefits Applications are collected **only** from households that would like to be considered for **SUN Bucks** (California's Summer EBT program) and that are **not Directly Certified**.

If your household is Directly Certified, you do **not** need to complete the Universal Benefits Application. Your benefit will be issued automatically. If you are unsure whether your household is Directly Certified, please call **(925) 682-8000 ext. 3775**. Although Free and Reduced Price Meal Applications are no longer used, households that would have qualified under the federal program continue to be identified through the Household Income Form and Universal Benefits Application. Additional benefits may still apply, including:

- Summer EBT cards
- no-cost or discounted SAT, ACT, and AP testing fees
- discounted utilities and cable services
- other related benefits

To view menus, nutritional analysis, and meal activity for your student, please visit the Food & Nutrition Services website and register for a free account through LINQ Connect, or download the application from your app store.

Mt. Diablo Education Foundation

In this section, you will find information about the MDUSD Education Foundation and the programs it supports for students across the District.

The generous support of the community helps make these opportunities possible.

The **MDUSD Education Foundation** is a 501(c)(3) nonprofit organization.
Tax ID: 82-3039803

The Foundation's mission is:

"Providing enhanced learning experiences for ALL students in MDUSD."

The Foundation is made up of parents, educators, and community members who provide funding and resources for science, technology, engineering, art, and math (STEAM) programs throughout the District.

Examples of programs and services supported by the Foundation include:

- elementary chalk art on campus
- field trips to the Chabot Space & Science Center and the Marine Mammal Center
- Art in Action for elementary campuses
- school garden improvements and expansion
- Reveal Mathematics program
- Project Lead the Way funding for biomedical classes at District high schools
- visual arts professional development
- Mystery Science program for all elementary campuses

To learn more about the MDUSD Education Foundation, families may visit **mdedf.org** or follow the Foundation on social media.

Mt. Diablo Adult Education

Mt. Diablo Adult Education, located at 1266 San Carlos Avenue in Concord, offers a wide range of classes for adults that directly support district families. The program is committed to providing high-quality, adult-friendly learning opportunities designed to help community members achieve their personal, educational, and career goals.

Adults who are new to Mt. Diablo Adult Education are encouraged to explore the many opportunities available to parents and other adult learners in the community. Experienced instructors understand the unique challenges adults may face when deciding to return to school and provide support throughout the learning process.

Programs are designed to help adults:

- strengthen basic math, reading, and writing skills
- earn a high school diploma or high school equivalency certificate (GED or HiSET)
- improve English reading, writing, listening, and speaking skills to better communicate with teachers, school staff, and others in the community
- build knowledge and skills to become more effective parents
- earn an industry-recognized certificate through a Career Training Program to prepare for a well-paying job and support their families
- improve computer literacy and digital skills
- learn strategies to manage anger and stress effectively

Mt. Diablo Adult Education also offers year-round Lifelong Education classes in Pleasant Hill. These reasonably priced classes provide opportunities for adults to enjoy learning new skills in a welcoming environment. Class offerings may include woodworking, ceramics, yoga, Italian, guitar, sewing, cooking, and more.

In addition, Lifelong Education offers reasonably priced classes that can help older adults plan for retirement, manage finances, or explore how to start a new business.

One-day workshops and events are also offered to help parents support their children’s learning and development.

For more information about classes, programs, workshops, and events, families may visit: mdae.mdusd.org

Lost or Damaged Personal Property

Parents/guardians are advised that the District is not responsible for any personal property of a student that is lost or stolen. In addition, the District is not responsible for vandalism to automobiles or bicycles that are stolen or vandalized while parked on school property.

Visitors on Campus

Parents/guardians who wish to visit a campus during school hours should make prior arrangements with a site administrator or designee. The allowed time is 20 minutes, but this may be further limited by individual site policies.

Parents are not permitted to bring outside providers to campus for the purpose of observing students, except when required for compliance with federal and state laws. Such observations are limited to 20 minutes and must be arranged in advance with the site administrator and with the parent present.

Visitors who wish to meet with a teacher should request that an appointment be scheduled. Teacher conferences shall be scheduled within a reasonable time of the request. Parents/guardians shall not contact students in a confrontational or accusatory manner on District sites. Parents/guardians must sign in at the school office and follow campus guidelines upon arrival.

Volunteers on Campus

Volunteers are permitted on campus at the discretion of the site administrator and classroom teacher. The District requires all volunteers to complete the volunteer application process. This process includes an application, fingerprinting, and proof of TB clearance.

Interviewing and Photographing Students

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

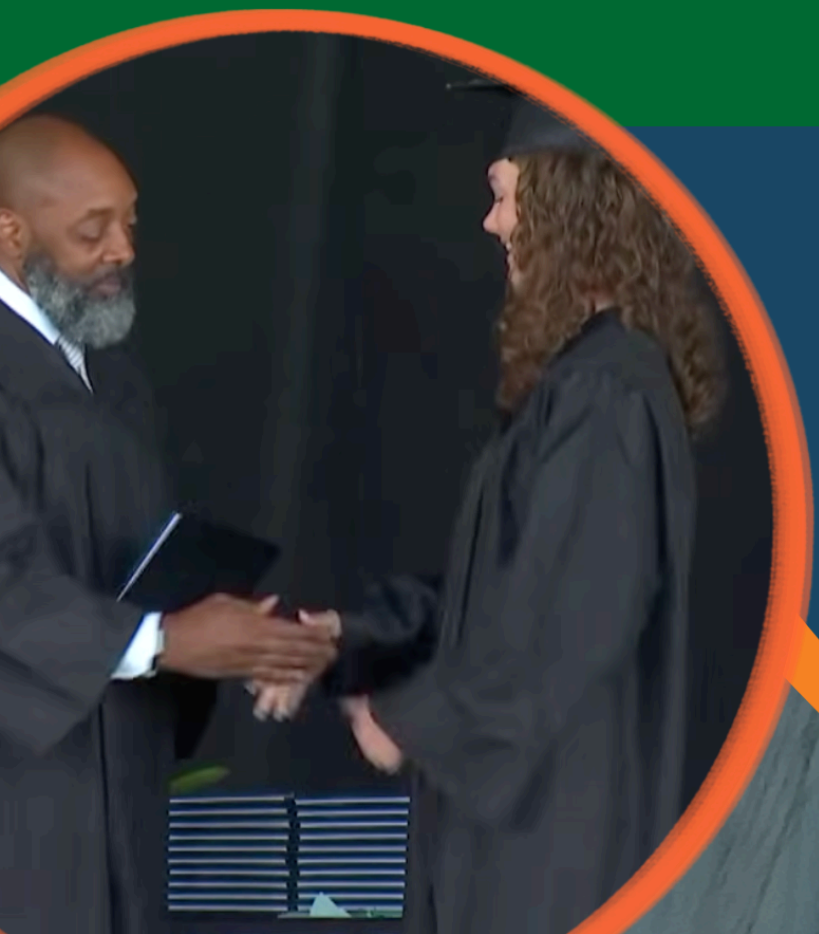
Legal References

This section is based on applicable District policy and California and federal law, including but not limited to:

- Board Policy 5125
- Board Policy/Administrative Regulation 1250
- Education Code § 49061
- Education Code § 49063
- Education Code § 49073
- Education Code § 49408
- Penal Code § 11165.2
- Penal Code § 11165.3
- Penal Code § 11165.6
- Penal Code § 11165.7
- Penal Code § 11166
- Penal Code § 11166.05
- FERPA



ANNUAL LEGAL NOTIFICATIONS



Annual Legal Notifications

This section contains notices required by California and federal law. Some language in this section is presented in a formal format to meet legal requirements.

Non-Discrimination Policy

The Mt. Diablo Unified School District (MDUSD) does not discriminate on the basis of race, color, national origin, gender, disability, age, marital status, or religion in any of its policies, practices, or procedures.

This nondiscrimination policy complies with the requirements of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, and other federal and state laws. It applies to admission, access to, treatment in, and employment in all District programs and activities, including vocational education.

A lack of English language skills will not be a barrier to admission or participation in vocational education or any other District program.

Students, parents/guardians, and any other individual with questions or concerns regarding the District's nondiscrimination policy or the filing of discrimination complaints should contact the:

Equity Compliance Officer
Kristy Avila, Title IX Coordinator/Civil Rights Officer
Mt. Diablo Unified School District
1936 Carlotta Drive, Concord, CA 94519
(925) 682-8000 ext. 40010

Parents/guardians may call the Director of Enrollment Services at **(925) 685-1011 ext. 62050** to inquire about the availability of the MDUSD Parent Information Packet in alternative formats.

Public Notice

Asbestos-Containing Materials

The District maintains a complete and updated management plan for asbestos-containing materials. This plan is available for review at the main office of each school and at the Office of Maintenance, Operations & Facilities, 1480 Gasoline Alley, Concord.

Americans with Disabilities Act

The District complies with the Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination on the basis of disability. The ADA, as applied to school districts, requires that no qualified individual with a disability shall, on the basis of disability, be denied the benefits of District services, programs, or activities.

Accordingly, the District will not:

- refuse to allow a person with a disability to participate in a District service, program, or activity simply because the person has a disability
- provide services or benefits to individuals with disabilities through programs that are separate or different, unless those separate programs are necessary to ensure equally effective benefits and services
- subject individuals with disabilities to discrimination in employment under any service, program, or activity conducted by the District

The District will take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. The District will also make reasonable accommodations in policies, practices, or procedures when necessary to avoid discrimination on the basis of disability, unless doing so would fundamentally alter a District program.

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

For further information, interested persons may contact the District or the Office on the Americans with Disabilities Act, Civil Rights Division, U.S. Department of Justice. Braille, audio cassette, and computer diskette versions of this public notice are available from the District. Telecommunications Device for the Deaf (TDD) lines are available at all schools.

Uniform Complaint Procedures (UCP)

The District annually notifies students, employees, parents/guardians of District students, the District advisory committee, school advisory committees, appropriate private school officials, and other interested parties of its Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on the District website. The District is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities subject to the UCP.

Programs and Activities Subject to the UCP BP 1312.3

Programs and activities subject to the UCP include, but are not limited to:

- Accommodations for pregnant and parenting pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education instructional minutes
- Professional Development materials and services
- Pupil fees
- Reasonable accommodations to a lactating pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool health and safety issues in LEAs exempt from licensing
- Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate

Filing a UCP Complaint

A UCP complaint must be filed no later than one year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the reviewing authority approved the LCAP or annual update adopted by the District.

A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee complaint may be filed with the principal, the Superintendent, or the Superintendent's designee. A pupil fee or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the District

The District shall post a standardized notice, in addition to this notice, regarding the educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, and pupils formerly in Juvenile Court now enrolled in a school district.

The District advises complainants of the opportunity to appeal an investigation report regarding programs within the scope of the UCP to the California Department of Education (CDE).

The District also advises complainants of civil law remedies, including injunctions, restraining orders, or other remedies that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. Copies of UCP procedures shall be available free of charge.

Immigration Status and Enforcement - Family Preparedness Plan Act of 2025 (AB 495) BP 1445

MDUSD is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Ed Code 234.7)
2. Seek or require information or document, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student;s family members.
3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:
    a. The educational records of or any information about a student or a student's family or household … without parent/guardian's written consent.
    b. The personnel records of any district employee, personal information of any district employee … or any other confidential employee information.

Immigration Enforcement – "Know Your Rights"

All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources developed by the California Attorney General at:

- *Know Your Educational Rights (English)*
- *Know Your Educational Rights (Spanish)*
- *Know Your Educational Rights (Chinese)*
- *Know Your Educational Rights (Korean)*
- *Know Your Educational Rights (Vietnamese)*
- *Know Your Educational Rights (Tagalog)*

School Accountability Report Cards (SARCs)

The purpose of the School Accountability Report Card (SARC) is to provide parents/guardians and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals.

- SARCs are updated each year by February 1. State law requires that the SARC include all of the following:
- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Parents/guardians and community members may obtain a hard copy of the SARC in the office of each school site. SARCs are also available on the District website.

Civil Law Remedies

Civil law remedies may be available under state or federal discrimination laws, if applicable. A complainant may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public or private interest attorneys.

Civil law remedies that may be imposed by a court include, but are not limited to, injunctions, restraining orders, or other remedies available under state or federal discrimination, harassment, intimidation, or bullying laws.

If a complainant is not satisfied with the resolution of the complaint, the complainant may present the complaint to the Governing Board at a regularly scheduled hearing.

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

To file an appeal, contact:

Superintendent's Office
1936 Carlotta Drive
Concord, CA 94519
(925) 682-8000 ext. 40000
(925) 689-1649 (fax)
superintendentsoffice@mdusd.org

Title I: Parents' Right to Know

If you are the parent/guardian of a child attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA), this notice is for you.

At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents/guardians whose students attend a Title I school that they may request, and the agency will provide in a timely manner, information regarding the professional qualifications of the student's classroom teachers. This includes, at a minimum, whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction, whether the teacher is teaching under emergency or other provisional status, and whether the student is receiving services from paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the office at your child's school.

Title IX and Gender Equity

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 athletics.

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 all educational institutions receiving federal funding.

In addition to federal law, California Education Code and MDUSD policies prohibit discrimination on the basis of sex. The District is required to take appropriate action

to investigate when it knows or reasonably should know of a possible Title IX violation.

Filing a Title IX Complaint

A complaint regarding gender equity, sexual harassment, or discrimination, including harassment, intimidation, and bullying based on actual or perceived disability, sex, gender, gender identity, gender expression, nationality, race, ethnicity, color, ancestry, religion, sexual orientation, age, marital or parental status, or association with a person or group with one or more of these actual or perceived characteristics, may be filed under the District's Uniform Complaint and/or Title IX procedures.

The Title IX Coordinator(s) may be contacted at:

Kristy Avila, Title IX Coordinator/Civil Rights Officer
1936 Carlotta Drive, Concord Ca, 94519
(925) 682-8000 x40010 | equity@mdusd.org

Williams Case Notice

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

1. There should be sufficient textbooks and instructional materials. That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.
    a. Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
    b. Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district website:

mdusd.org. You may also download a copy of the California Department of Education complaint form from the following website: cde.ca.gov/re/cp/uc.

.Mt. Diablo Unified School District
James W. Dent Center
1936 Carlotta Dr | Concord, CA 94518-1358 (925) 682-8000 | mdusd.org

July 1, 2026

Dear Parent or Guardian:

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

PRODUCT NAME	ACTIVE INGREDIENT
Herbicide	
Dimension 270G	Dithiapyr
Pendulum	Pendimethalin
Reward Aquatic and Non-Crop Herbicide	Diquat Dibromide
Insecticide	
Gentrol IGR Concentrate	Hydroprene
Onslaught	Esfenvalerate
Precore 2000	Methoprene
Premise 75WP	Imadacioprid 75%, Inert Ingredients 25%
Suspend SC	Deltamethrin 4.75%, Inert Ingredients 95.25%
Masterline	Bifenthrin 7.9%, Inert Ingredients 92.1%
Essentria	Rosemary Oil 10%, Geraniol 5%, Peppermint Oil 2%, Inert Ingredients 83%
Whitmire Wasp Freeze	D-Trans Allerthrin, Phenothrin
Advion	Indoxacard .05%, Inert Ingredients 99.95%
565 Drain Gel	Phrethrins .5%, Piperonyl Butoxide 1%, n-Octyl Bicyclohetene Dicarboximide 1%, Other Ingredients 97.5%
Rodent Control	
Gopher X	Non Toxic Vegetable and Mineral Oil Blend
Fastra	Bromethain .01%, Inert Ingredients 99.99%
Treated Grain	Diaphacinone .005%, Inert Ingredients 99.995%

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

Below is a form you can use to advise the school district that you want to be notified in advance of individual pesticide applications. Return the form to the address at the bottom of the form. If you have any questions, please contact the Maintenance Department at the MDUSD Central Services Office, 925-825-7440 ext. 3824, or email to delaol@mdusd.org.

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

*I will be contacted by email.

Parent/Guardian Name

Address

*Email:

Date

Please Return to:

MDUSD MAINTENANCE DEPARTMENT
1480 Gasoline Alley, Concord,
CA 94520 **or** email to
delaol@mdusd.org

Student Records & Privacy

In this section, you will find information about student records, parent/guardian access to records, the right to challenge records, directory information, and emergency information in the Mt. Diablo Unified School District (MDUSD).

Rights of Parents/Guardians to Inspect Student Records

Each enrolled student has a cumulative file, often referred to as a "cum folder," which is maintained at the school of attendance. Student records are also maintained at the Special Education Office for students receiving special education services. These files contain basic student information, including attendance, subjects taken, grades, credits, test results, health records, and special program documents.

Maintenance of student records is governed by Board Policy 5125.

Parents/guardians have the right to inspect all school records that are directly related to their child. The right to inspect student records transfers to the student once the student reaches age 18. To review these records, parents/guardians should contact the school principal. Students who have received special education services or other special assistance should contact the program administrator responsible for that program to inspect supplemental records. Records of graduates remain at the high school for approximately one year, after which they are maintained at the Enrollment Services Office. For more information, families may contact:

Student Records
(925) 682-8000 ext. 40333

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

Definition of a Student Record

A student record means any item of information directly related to an identifiable pupil, other than directory information, that is maintained by a school district or required to be maintained by an employee in the performance of duties, whether recorded in handwriting, print, tapes, film, microfilm, electronically, or by other means.

Student records do not include informal notes related to a student that are compiled by a school officer or employee, remain in the sole possession of the maker, and are not accessible to or revealed to any other person except a substitute employee.

Right to Challenge the Content of Student Records

Parents/guardians of current or former students have the right to challenge the content of any student record. The Enrollment Services Office will provide written guidelines, governed by law and District Board Policy 5125, for requesting that information be removed from a student's record.

If parents/guardians are divorced or legally separated, only the parent/guardian who has legal custody of the student may challenge the content of a record, offer a written response to a record, or consent to release the records to others, unless both parents/guardians have notified the school or District in writing that a different agreement has been made. For purposes of this section, "parent" means a natural parent, adoptive parent, or legal guardian.

Students Reaching the Age of 18

Once a student reaches age 18, the right to inspect student records transfers to the student. As reflected elsewhere in the PIP, a student age 18 or older also assumes the responsibilities and powers that would otherwise rest with the parent/guardian in matters identified by law and District policy.

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

The District may release student information only as permitted by California law and the Federal Family Educational Rights and Privacy Act (FERPA). Except as allowed by FERPA, no personally identifiable information from a student's record, other than directory information authorized by administrative regulation, may be released without prior written consent of the parent/guardian.

LEAs are not permitted to share directory information pertaining to unhoused students unless a parent, or pupil accorded parental rights, has provided written consent. AB 677 added an exception for sharing limited directory information with nonprofits providing free eye and dental exams. The directory information of a student identified as a homeless child or youth may be disclosed, as authorized by LEA policy, to facilitate an eye examination by a nonprofit eye exam provider or a free oral health assessment hosted by schools, unless the parent or the student accorded parental rights provides written notice to the school that they do not consent to the exam. (Education Code section 49073(c)(2).)

If a problem is identified for a student as a result of one of these exams, the parent, guardian, or caregiver of an unhoused student must be notified by an alternative means of communication, rather than by regular mail, when possible. (Education Code sections 49452.8(i)(2) and 49455.5(f).)

The original PIP identifies specific entities to whom information may be released in accordance with law, including:

- Armed Services recruiting officers through the District custodian of student records
- contracted service providers acting as school officials

A student's birth date and place of birth, record of the most recent previous public or private school attended, and the dates of attendance at the current and most recent previous school may be released to law enforcement agencies and government social service agencies, including the Social Security Administration.

A student's record of participation in recognized school activities and sports may be released as public information. This may include the student's height and weight as a member of an athletic team, and a record of honors and awards earned. A school principal or District program administrator may also release reasonable information to organizations that provide awards and scholarships to students.

No directory information shall be released for any student when a parent/guardian has notified the District in writing that such information shall not be released. This notice must be submitted in writing to the administrator of the school or program in which the student is enrolled.

Contracted Service Providers Acting as School Officials

MDUSD contracts with certain service providers to provide educational and administrative services. A list of contracted service providers acting as school officials under FERPA is updated at least annually and is available on the District website.

Emergency Information

For the protection of student health and welfare, the Mt. Diablo Board of Education requires parents/guardians to keep emergency information current at the school of attendance. This information includes:

- the home address and telephone number
- the business address and telephone number of the parent/guardian
- the name, address, and telephone numbers of a relative or friend authorized to care for the student in an emergency if the parent or legal guardian cannot be reached

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

Child Abuse Mandated Reports

Pursuant to Penal Code Section 11166

Child abuse is essentially any act or failure to act that endangers or impairs a child's physical or emotional health and development. Under the law, when the victim is a

child (under the age of 18) the following types of abuse must be reported by all legally mandated reporters:

Physical Abuse

A physical injury or death inflicted by other than accidental means on a child by another person (P.C. 11165.6)

Sexual Abuse

Acts of sexual assault and/or the sexual exploitation of minors (P.C. 11165.1).

Physical Neglect

"Severe" or "general" by a person responsible for the child's welfare. The negligent treatment or maltreatment of a child by a parent/ guardian or caretaker under circumstances indicating harm or threatened harm to the child's health and welfare (P.C. 11165.2).

Emotional Abuse

Mandated reporters may report suspected emotional abuse (P.C. 11166.05) However, suspected cases of severe emotional abuse that would constitute willful unjustifiable mental suffering of a child must be reported (P.C. 11165.3).

Mandated Reporters

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

When to Report

Child abuse must be reported when a mandated reporter, in his or her professional capacity, or within the scope of his or her employment has knowledge of, or observes a child who the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Knowledge or reasonable suspicion of child abuse is not privileged information, and must be reported. Their duty is to report, not to investigate (P.C. 11166(a)).

Where to Report

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

CHILD AND FAMILY SERVICES
(877) 881-1116

DOCUMENTS



The Use of Google in Mt. Diablo Unified School District

To Parents/Guardians,

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

- workspace.google.com/terms/education_terms.html
- workspace.google.com/terms/education_privacy.html
- wworkspace.google.com/intl/en/terms/additional_services.html

By agreeing to this document digitally via my child's Aeries portal, I acknowledge that my child will be provided with a Google Workspace for Education account as part of their education at Mt. Diablo Unified School District, and consent to the use of Google Additional Services.

Mt. Diablo Unified School District

Responsible Use Policy (RUP)

GRADES TK-5

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

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

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

All Grade Levels

Replacement Chromebooks will only be issued once the student's loaner device is returned. If the loaner cannot be returned or located, the replacement device will not be issued until the loaner is either returned or the appropriate replacement cost has been reimbursed.

GRADES TK - 2

I promise to use the computer carefully.

I promise to only work on the programs and web pages that my teacher tells me to use.

I promise to ask for help if I don't know what to do.

I promise to tell my teacher if I read or see something on the computer that is inappropriate.

I promise never to use the computer to be hurtful to others.

I promise to print only when my teacher tells me to print my work.

I promise not to view, send or display inappropriate messages or pictures.

I promise to only use my own file or my own folder on the student server.

I understand that if I break any of my promises, I might not be able to use the computer.

GRADES 3-5

I promise to use all electronic devices carefully.

I promise to use the computer and the Internet for school work only. I will use the programs and websites that my teacher has approved.

I promise not to share my password.

I promise not to damage or tamper with the hardware, software, or the network.

I promise to obey copyright and privacy laws.

I promise to use artificial intelligence (AI) for assignments only when approved by my teacher.

I promise to tell my teacher if I read or see something on the computer that is inappropriate.

I promise not to view, send, create, or display inappropriate messages or pictures, for example, those that fall into this category include those that:

incite or promote violence

Are obscene; and/or

Are defamatory

I promise not to change the computer setting unless approved by a teacher.

I promise to print only when told by my teacher.

I promise to only use my own file or my own folder on the student server.

I understand that if I break any of my promises, I may not be able to use the computer, and/or Internet.

I promise never to use the computer to be hurtful to others.

I understand that I should not expect privacy when I use a District owned technological device; such as a Computer, tablet, or other electronic device, and when I access the internet or wireless networks via District resources.

SECONDARY GRADES

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

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

Students using online tools such as but not limited to: Docs, MDUSD Google Apps for Education (GAFE), blogs/vlogs, artificial intelligence (AI), 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/vlog a student creates in class is directly linked to the class blog/vlog, which is typically linked to the student profile and therefore must follow these blogging/vlogging 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/vlog login it links back to the class blog. Therefore, anywhere that login is used (posting to a separate personal blog/vlog, commenting on someone else's blog/vlog, etc.), the account should be treated the same as a school blog/vlog and should follow these guidelines.

» Students should NEVER link to web sites from their blog/vlog or blog/vlog 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/vlog.

» Any use of AI in the classroom or on class assignments must align with the teacher's instructions and use expectations.

» Any student-use of AI on schoolwork must be cited to as any other source and may not be submitted as the student's original work.

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.

» 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.

» Criminal activities that can be punished under law.

» Selling or purchasing illegal items or substances.

» Obtaining and/or using anonymous email sites, spamming, spreading viruses.

» Causing or inciting harm to others or damage to their property.

» 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.

» Sharing and/or sending confidential information such as but not limited to testing materials.

» Deleting, copying, modifying, or forging other Users' names, emails, files or data, disguising one's identity, impersonating other Users, or sending anonymous email.

» 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.

» Using any MDUSD computer/mobile devices to pursue "hacking," internal or external to MDUSD, or attempting to access information protected by privacy laws.

» Accessing, transmitting or downloading large files maliciously, including "chain letters" or any type of "pyramid schemes."

» Using web sites, email, networks, or other technology for political uses or personal gain.

» 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.

» Advertising, promoting non-MDUSD sites or commercial efforts and events.

» Using the network for non-academic related bandwidth intensive activities such as network games or transmission of large

DISTRICT REQUEST FOR THE RELEASE OF DIRECTORY INFORMATION TO THE MILITARY

(Applies to Grades 11 and 12 Only)

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

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

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

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

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that I am the parent or