

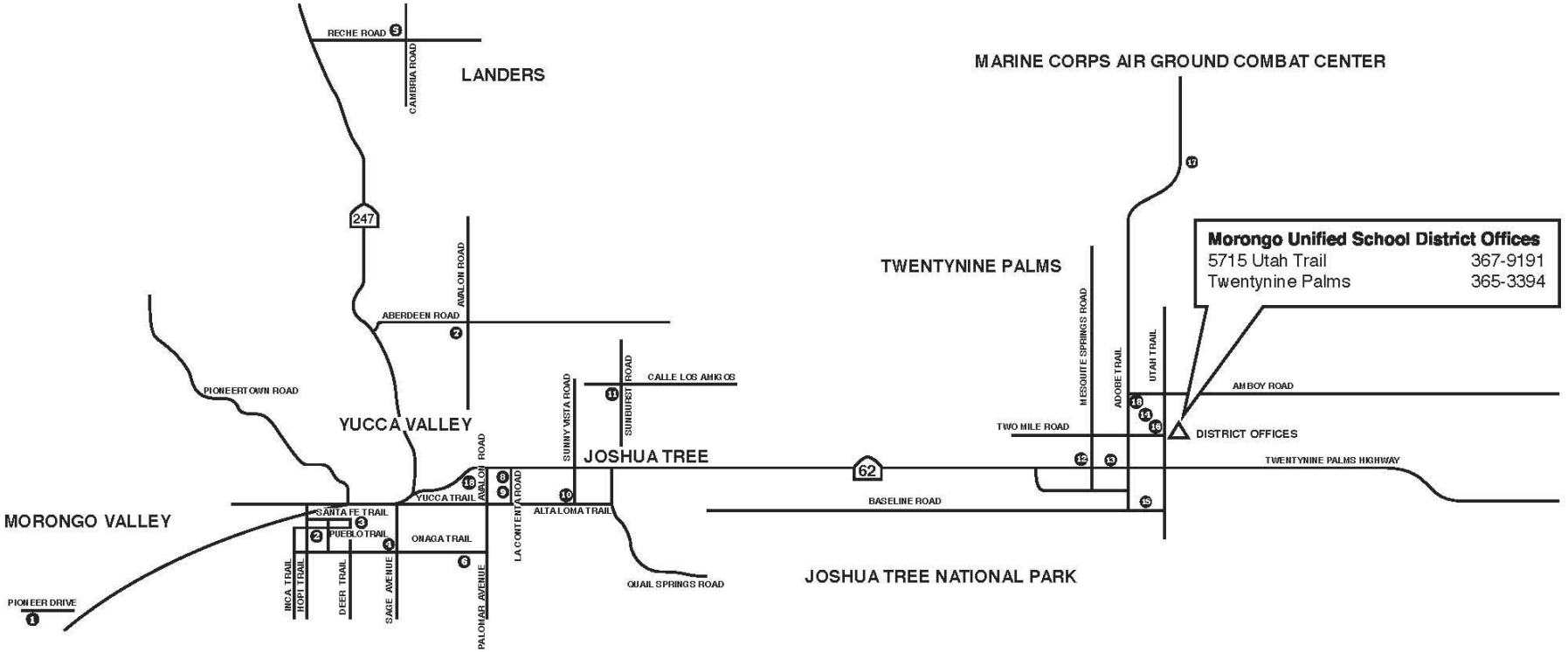
2026-27

PARENT STUDENT HANDBOOK

Information for parents and students in the Morongo USD

MORONGO
UNIFIED SCHOOL DISTRICT
Our Students. Our Community. Our Future.

THE CAMPUSES OF THE MORONGO UNIFIED SCHOOL DISTRICT



Morongo Unified School District Offices
5715 Utah Trail 367-9191
Twentynine Palms 365-3394

1 Morongo Valley Elementary School
10951 Hess Boulevard
Morongo Valley 363-6216
Grades K-6

2 Yucca Valley Elementary School
7601 Hopi Trail
Yucca Valley 365-3381
Grades K-6

3 Yucca Valley Community School
56020 Santa Fe Trail, Suite T
Yucca Valley 228-1501/1132
Grades 7-12 (County Program)

4 Yucca Valley High School
7600 Sage Avenue
Yucca Valley 365-3391
Grades 9-12

5 Landers Elementary School
56450 Reche Road
Landers 364-2382
Grades K-6

6 Onaga Elementary School
58001 Onaga Trail
Yucca Valley 369-6333
Grades K-6

7 Yucca Mesa Elementary School
3380 Avalon Road
Yucca Valley 228-1777
Grades K-6

8 Black Rock High School
59273 Sunnyslope Drive
Yucca Valley 369-6310
Continuation (Alternative) High

9 La Contenta Middle School
7050 La Contenta Road
Yucca Valley 228-1802
Grades 7-8

10 Friendly Hills Elementary School
7252 Sunny Vista Road
Joshua Tree 366-3812
Grades K-6

11 Joshua Tree Elementary School
4950 Sunburst Avenue
Joshua Tree 366-8459
Grades K-6

12 Twentynine Palms High School
72750 Wildcat Way
Twentynine Palms 367-9591
Grades 9-12

13 Oasis Elementary School
73175 El Paseo Drive
Twentynine Palms 367-3595
Grades K-6

14 Twentynine Palms Elementary School
74350 Playa Vista Drive
Twentynine Palms 367-3545
Grades K-6

15 Palm Vista Elementary School
74350 Baseline Road
Twentynine Palms 367-7538
Grades K-6

16 Twentynine Palms Junior High School
5798 Utah Trail
Twentynine Palms 367-9507
Grades 7 and 8

17 Condor Elementary School
2551 Condor Road
Twentynine Palms 367-0750
Grades K-6

18 Independent Continuing Education
59269 Sunnyslope Drive
Yucca Valley 363-6216
3455 Luckie Avenue
Twentynine Palms 367-3709

Morongo Unified School District

The District serves the communities of the Morongo Basin: Morongo Valley, the Town of Yucca Valley, Joshua Tree, Yucca Mesa, Landers, the City of Twentynine Palms, Wonder Valley, and the Marine Corps Air Ground Combat Center located at Twentynine Palms.

Board of Education: Christopher Claire, President
Roberta Meyers, Clerk
Pete Wood, Board Member
Bianca Stoker, Board Member
Missy Bond, Board Member

Collective Bargaining Units: Morongo Teachers Association
California School Employees Association

High School Accreditation Agency: Western Association of Schools and Colleges.
All three high schools are accredited.

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MORONGO
UNIFIED SCHOOL DISTRICT
5715 Utah Trail, Twentynine Palms, CA 92277
Phone: (760) 367-9191 Fax: (760) 367-7189

Board of Education
Christopher Claire, President
Roberta Meyers
Pete Wood
Bianca Stoker
Missy Bond

District Superintendent
Dr. Patricio I. Vargas

Dear Morongo Unified Families,

Every season teaches us something. Summer reminds us to slow down, reconnect, and remember what matters most—our families, our friendships, and the communities that make us feel at home. Whether your family traveled, celebrated milestones, enjoyed time together, or simply appreciated the beauty of our desert, I hope these past few months provided opportunities to recharge and create memories that will last a lifetime.

As we begin another school year, I find myself reflecting on another source of pride: our Morongo Unified community. This past year, we celebrated remarkable accomplishments together. We continued to see academic growth across our schools, expanded opportunities for students through Career Technical Education, and we were honored with statewide recognition through our Golden Bell Award for the Flying Doctors partnership and the California Exemplary Dual Enrollment Award for Twentynine Palms High School and Yucca Valley High School. Across the district, we also continued investing in safer, modern learning environments through Measure C while creating new opportunities in science, technology, the arts, career pathways, and student leadership.

While these accomplishments are worth celebrating, they are not what makes me the proudest. What inspires me most is seeing our students encourage one another, teachers who go above and beyond each day, staff members who welcome children with a smile, parents who partner with our schools, and community organizations that continually invest in our students' success. These everyday acts of kindness, commitment, and service are what truly define Morongo Unified.

Education has always been about more than academics. It is about helping young people discover their strengths, develop character, build meaningful relationships, and prepare for lives of purpose. Every student deserves to feel welcomed, valued, challenged, and inspired, and together we will continue creating schools where every child has the opportunity to thrive.

As we begin this new year, I invite all of us to continue strengthening the partnership between home and school. The greatest successes our students achieve happen when families, educators, and our community work together with a shared commitment to their future.

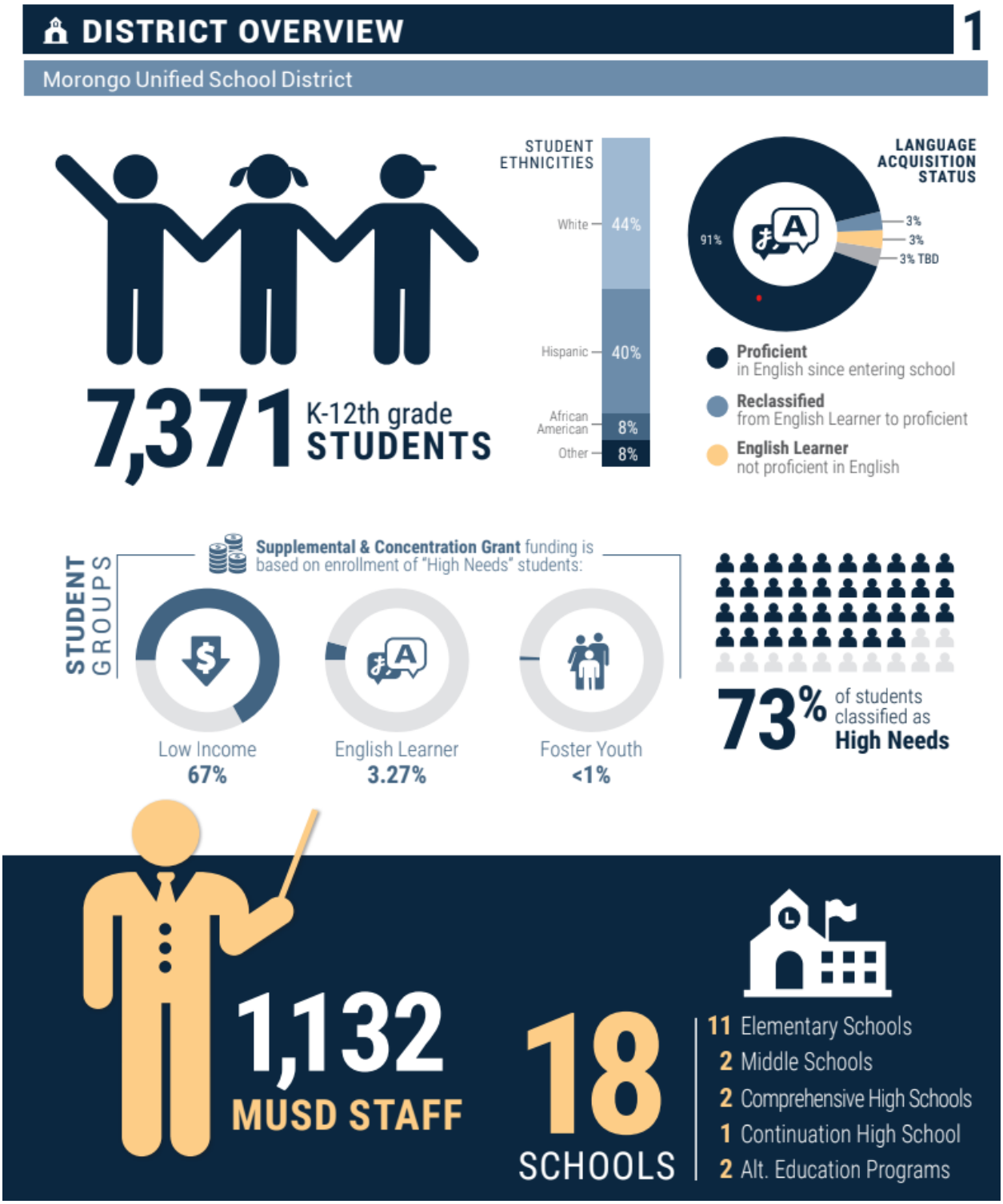
Thank you for the trust you place in Morongo Unified School District. It is truly an honor to serve this incredible community. On behalf of our Board of Education and every member of our district team, welcome back! We look forward to another year of learning, growth, service, and celebrating the many successes we will achieve together.

With gratitude,

Dr. Patricio I. Vargas, Ph.D.
Superintendent

Mission

Ensure that all students have a comprehensive, high-quality education that empowers them with 21st century skills, enabling them to be successful in college, career, and society.



District Administration
Morongo Unified School District

Superintendent: Dr. Patricio I. Vargas.....ext. 4221....Fax: 760-367-7189

Instructional Services — **Fax (760) 367-6884**

Assistant Superintendent of Secondary Education	Amy Woods.....ext. 4224
Director of Instructional Programs & Support	Dr. Nick Milosavljevich.....ext. 4223
Community Outreach Coordinator	Wayne Hamilton……ext. 4308
Assistant Superintendent of Elementary Education	Graciela Gutierrez…….ext. 4224
Director of Evaluation & Multilingual Learning	Dr. Daniele Snider ……ext. 4262
Director of Innovation and Professional Growth	Marcella Zamudio .....ext. 4543
District Librarian	Kathryn Royer .....ext. 4242

Special Education — **Fax (760) 367-3716**

SELPA Director:	Heidi Burgett..... ext. 4230
SELPA Program Manager:	Sivan Tuchman..... ext. 3050
Program Specialist:	Eric Smith..... ext. 4297
	Stephanie Corpus..ext. 4245
	Stephanie Bond…….ext. 4554

School Nurses
- Elizabeth Ybarra – West End
- Dawna Barber – East End
- Vacant – Med-cal Nurse

School Psychologists

Chad Shakespeare.....	PVES, TPJHS
Caitlin Sudderth	YVHS
Susan Keesling.....	BRHS, TPHS, FHES
Jessica Den Hollander.....	LCMS, MVES
Erin Henry	JTES, YVES
Leslie Wilson.....	TPES, YMES
Tawanna Burkleo	LES, ONES
Mary Yantes.....	OES, CES, PLUS

Speech/Language Specialists

Jennifer Langley ……	JTES, TPJH, OES
Pam Graham ……	ONES, FHES
Kristine Clayton……..	CES, PLUS
GP Mallari ……	PVES, TPHS
Coco Devi ……...	YMES, LES
Anna Jenkins ……...	OES
Robin Odell ……	TPES
Phillip Nichols ……	YVES
Tish Humeston ……..	LCMS, YVHS, BRHS, MVES

Mental Health/ SEL Counselors

Antionette Moore, LSCW…….	Coordinator
Ashley McIntosh, LPCC……	TPES
Teresa Howard, A-LCSW……	TPHS
Charlotte Delay, PPS……...	YMES
Dana Christmas, A-LPCC……	YVHS
Erica Vanderhyde, A-LCSW……	MVES, LES
Lucia Soto, A-LCSW……	YVES
Katherine Chapman, MFT……	LCMS
Vacant……...……	ONES
Lindsay Forman, LPCC……..……	TPJHS
Vacant……	CES, PVES
Naomi Thomas, A-LCSW…….	JTES/FHES
Tyler Long, PPS…….	OES
Kayla Nassiri, A-LCSW……	OES

Business Services — **Fax: (760) 367-2512**

Assistant Superintendent:	David Daniels	ext. 4251
Fiscal Services Director	Faith Segovia	ext. 4266
Maintenance and Operations Director:	Mike Ogdahl	ext. 4231
Nutritional Services Director:	Janet Barth	ext. 4263
Custodial Supervisor:	Kyle Corney	ext. 4235
Maintenance/Grounds Supervisor:	Andrew Spear	ext. 4229
Publications:	Jessica Boring	ext. 4259
Purchasing Director:	Heather Buracchio	ext. 4260
Risk Management & Transportation Director:	Jack Salseda	ext. 4238
Compliance Coordinator	Randy Martin	ext. 4360

Human Resources — **Fax: (760) 367-0712**

Assistant Superintendent:	Dennis Zink.....ext. 4226
Director of Human Resources:	Jeremy James.....ext. 4226
Certificated Personnel Analyst:	Jolene Pessa.....ext. 4276
Classified Personnel Analyst:	Karly Moss.....ext. 4243
Director of Technology	Troy Slayden .....ext. 4339
Public Information Officer	Jene Estrada……ext. 4272

School Directory

Elementary

Condor Elementary School
2551 Condor Road, Twentynine Palms, CA 92277
(760) 367-0750
Marrio Walker, Principal

Friendly Hills Elementary School
7252 Sunny Vista Road, Joshua Tree, CA 92252
(760) 366-3812
Lisa Roach, Principal

Joshua Tree Elementary School
4950 Sunburst Drive, Joshua Tree, CA 92252
(760) 366-8459
Melissa Mora, Principal

Landers Elementary School
56450 Reche Road, Landers, CA 92285
(760) 364-2382
Kristie Snider-Mahan, Principal

Morongo Valley Elementary School
10951 Hess Boulevard, Morongo Valley, CA 92256
(760) 363-6216
Sabrina McDavis, Principal

Oasis Elementary School
73175 El Paseo Dr., Twentynine Palms, CA 92277
(760) 367-3595
Mundy Viar, Principal

Onaga Elementary School
58001 Onaga Trail, Yucca Valley, CA 92284
(760) 369-6333
Karla Buchanan, Principal
Jessica Hall, Assistant Principal

Palm Vista Elementary School
74350 Baseline, Twentynine Palms, CA 92277
(760) 367-7538
Claudette Onumah, Principal

Twentynine Palms Elementary School
74350 Playa Vista, Twentynine Palms, CA 92277
(760) 367-3545
Humberto Alvarez, Principal
Darlene Gonzalez, Assistant Principal

Yucca Mesa Elementary School
3380 Avalon, Yucca Valley, CA 92284
(760) 228-1777
Katherine Palanuik, Principal

Yucca Valley Elementary School
7601 Hopi Trail, Yucca Valley, CA 92284
(760) 365-3381
Kristen Mery, Principal
Jessica Gibbs, Assistant Principal

Secondary

La Contenta Middle School
7050 La Contenta Road, Yucca Valley, CA 92284
(760) 228-1802
Andrea Gordon, Principal
Carrie Cole, Assistant Principal

Twentynine Palms Junior High School
5798 Utah Trail, Twentynine Palms, CA 92277
(760) 367-9507
Nick Aguilera, Principal
Shannon Bailey-Gammon, Assistant Principal

Twentynine Palms High School
72750 Wildcat Way, Twentynine Palms, CA 92277
(760) 367-9591
Mike Ruggiero, Principal
Jennifer Langdon, Assistant Principal

Yucca Valley High School
7600 Sage Avenue, Yucca Valley, CA 92284
(760) 365-3391
Deanna Skinta, Principal
Vacant, Assistant Principal

Alternative Programs

Black Rock Continuation High School
59273 Sunnyslope Drive, Yucca Valley, CA 92284
(760) 369-6310
Jennifer Seacat, Principal

PLUS
5455 Luckie Avenue, Twentynine Palms, CA, 92277

Academy of College and Career Excellence - West
Yucca Valley, CA 92284
(760) 228-1162
Jennifer Seacat, Principal

Academy of College and Career Excellence - East
72770 Hatch Rd, Twentynine Palms, CA 92277
(760) 367-7273
Jennifer Seacat, Principal

Mission and Vision

OUR VISION

Every student graduates prepared for college/career empowered to become a productive citizen in society.

OUR MISSION

Our mission at MUSD is to ensure that all students have a rigorous, high-quality education which empowers them with twenty-first century skills, enabling them to be successful in college, career, and society.

ORGANIZATIONAL CORE VALUES:

We believe:

- All students can be successful and achieve.
- All stakeholders; parents, students, teachers and other staff must work in a collaborative manner to have the synergistic effect required to have a student reach their maximum potential.
- All students, parents and District employees have worth and need to be treated with dignity and respect.
- All students learn in different ways so we must continue to explore various ways to maximize student potential.

ESSENTIAL OUTCOMES:

- ALL students will meet or exceed grade level content standards.
- All students will acquire the necessary skills to be a supportive member of the community and successful in post-secondary education or in their career choice.

INSTRUCTION PRIORITIES:

- Use data driven instruction to ensure students move toward attainment of grade level standards.
- Use differentiated instruction, response to intervention, prevention instruction, and technology to ensure we are meeting the learning needs and engaging all our students.
- Evaluate the capabilities of all administrators, teachers, classified staff and use professional development to improve instruction and staff support services at the site and District level.
- Celebrate student success in academics, attendance and behavior.

COMMUNICATION PRIORITIES:

- Seek and encourage honest and open communication from all stakeholders - parents, students, teachers, classified staff, administration and the community.
- Provide regular district-wide informational meetings in the community; providing stakeholders with information on challenges and changes in the District and seeking their views on topics that affect our students' education.

RESOURCE PRIORITIES:

- Ensure every dollar spent by the District contributes to enhancing the education of our students and is supported by the school's School Plan for Student Achievement.

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decisionmaking, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status or or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (BP 0410)

PARENTS AS PARTNERS

The District's Board of Education believes that every child's education is the joint responsibility of the school, family, and student. Student achievement and conduct improve when parents/guardians are involved in the education of their children. Parents are encouraged to participate with their children in learning experiences – at home, in school, and in the community – that promote academic success, reinforce the curriculum, and develop social responsibility. The Board encourages parents/guardians to serve on committees formed to plan, implement, and evaluate programs, volunteer in the schools, participate in conferences concerning their child's progress, observe their child's instructional program, and attend student performances, parent meetings, and Board of Education meetings. We appreciate the interest parents/guardians show by taking the time to visit their student's school and classroom, and we encourage such visits. Please call ahead so that the school can make any necessary arrangements. As part of our school safety requirements, all visitors are required to sign in at the office and obtain a visitor's badge. (BP 6020, BP 5145.6)

Parent Involvement at Title I Schools:
The parents/guardians of students enrolled in Title I programs shall be involved in planning and implementing these programs in a systematic and informed fashion. They shall have regular opportunities to make recommendations on the educational needs of their children and on ways in which they can help their children benefit from the programs. (Board Policy 6171)

The Superintendent or designee shall develop procedures that help participating schools to plan, implement and expand effective parental involvement. At each of these schools, a written policy shall be developed with the participation of parents/guardians and distributed to them, describing how program requirements specified in law will be carried out. The policy shall be updated yearly to meet the changing needs of parents/guardians and the school. (20USC 6319)

In consultation with parents/guardians, the Superintendent or designee shall annually assess the effectiveness of the district's Title I parental involvement policy and programs and revise them as necessary. He/she shall identify barriers to achieve greater involvement and determine what action, if any, needs to be taken to increase parental participation.

Budget/LCAP Advisory Committee and Taskforce
The District Budget/LCAP Advisory Committee and Taskforce includes certificated staff, classified staff, parents, students, management staff and other educational partners from the community. The committee meets throughout the year to provide input for the Local Control Accountability Plan (LCAP) during the annual budget development process and to discuss budget updates.
Contact: Administrative Secretary, Instructional Services.

Community Advisory Committee (CAC)
This special education committee is mandated by the California Education Code. Concerned persons, including parents, educators, and community members, actively promote the well-being of students with disabilities within the community through participation in communication, advocacy, education, and support services. The CAC provides educational programs for parents and advises the Board of Education on issues of concern.
Contact: SELPA Director, Special Education.

District English Learner Advisory Committee (DELAC)
Parents and teachers who represent the language groups served by MUSD meet as the DELAC to advise on current programs, improvements, and concerns. Meetings will be held four times a year, twice in the fall and twice in the spring. Parents will receive notification of DELAC meeting dates and time.
Contact: Director Evaluation & Multilingual Learning

GATE Parent Involvement
The GATE Coordinator at each school will be holding site GATE parent meetings. Contact your school for information.

Career Technical Education Advisory Committee
Community members representing varied occupational fields meet yearly to advise on possible new programs. When a new program is proposed, possible employers in that field meet to ensure that the course content will meet the needs of the community.
Contact: Assistant Superintendent of Secondary Education, Instructional Services.

School Site Council

Schools that receive special state funding are required to have a council composed of equal numbers of elected parents and site staff. This group oversees specific programs. Contact your school principal.

School Accountability Report Card (SARC)
Each school completes an annual Report Card to the community. Extensive information about school programs, test scores, enrollment, discipline, and budget are available upon request at the school site and online at:
MUSD WEBSITE: https://www.morongousd.com/
E.C. 35256

A variety of volunteer opportunities are available at each school and at the district level. Contact your school office if you have skills, time, or talents to contribute.

School Committees - Booster Clubs - Parent Education-Office Volunteers - PTA/PTO

WHAT ARE THE REQUIREMENTS?

Volunteering in the Elementary Schools:

If you want to be a physical presence in the classroom or on campus as a volunteer, you must adhere to the following procedure. First talk to the principal and teacher for whom you wish to volunteer. It is the teacher's discretion whether she/he prefers to have a volunteer and what the volunteer's responsibilities will be. To ensure the safety, health, and welfare of our students, volunteers are required to obtain a freedom from TB risk assessment/test, have clear "Live Scan" fingerprints and complete mandated reporter training.

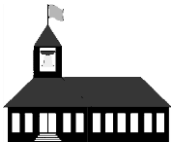
1. Obtain a packet for fingerprints and TB risk assessment/test. To obtain a packet to begin volunteering on a regular basis, the volunteer must have the principal's permission to obtain a packet for the Live Scan fingerprints and TB risk assessment/test.
2. After obtaining an official document from your physician to indicate you are free from TB and your live scan has cleared, submit the documents to the principal.
3. All volunteers are mandated child abuse reporters. Volunteers must obtain a certificate of completion of the appropriate mandated reporter training before they can begin. Go to https://mandatedreportertraining.com/california/ and take both the "General Training" and "Volunteer" training. Submit the certificate of completion prior documents (see number 2) to the principal.
4. Once the site has received your clearance to volunteer you may request to begin to volunteer on campus on a regular basis.
5. To receive reimbursement for the Live Scan and TB risk assessment/test, the volunteer must do no less than 20 hours of volunteer service on a regular basis at your child's school.
6. The principal verifies the hours.
7. After 20 hours of volunteer time has been documented and signed by the supervising party, you submit the original documents for the "Live Scan" and TB risk assessment/test to the Instructional Services Department to request fee reimbursement. The volunteers must submit the original receipts for the fingerprints and TB risk assessment/test. The volunteer hours must be verified at the site.

Volunteering in the Secondary Schools

To ensure the safety, health, and welfare of our students, volunteers are required to obtain a freedom from TB risk assessment/test, have clear "Live Scan" fingerprints and complete mandated reporter training.

1. Obtain a packet for fingerprints and TB risk assessment/test. To obtain a packet to begin volunteering on a regular basis, the volunteer must have the principal's permission to obtain a packet for the Live Scan fingerprints and TB risk assessment/test.
2. After obtaining an official document from your physician to indicate you are free from TB and your live scan has cleared, submit the documents to the principal.
3. All volunteers are mandated child abuse reporters. Volunteers must obtain a certificate of completion of the appropriate mandated reporter training before they can begin. Go to https://mandatedreportertraining.com/california/ and take both the "General Training" and "Volunteer" training. Submit the certificate of completion prior documents (see number 2) to the principal.
4. Once the site has received your clearance to volunteer you may request to begin to volunteer on campus on a regular basis.
5. To receive reimbursement for the Live Scan and TB assessment/test, the volunteer must do no less than 20 hours of volunteer service on a regular basis at your child's school.

6. The principal verifies the hours.
7. After 20 hours of volunteer time has been documented and signed by the supervising party, you submit the original documents for the "Live Scan" and TB assessment/test to the Instructional Services Department to request fee reimbursement. The volunteers must submit the original receipts for the fingerprints and TB assessment/test. The volunteer hours must be verified at the site.



EDUCATION ADMINISTRATION

ABSENCE FOR RELIGIOUS REASONS: A student may be excused to attend religious exercise or moral instruction provided by his or her religious group with the written consent of parents and approved by the principal. All applicable regulations and minimum attendance regulations must be adhered to. E.C. 46014

AGE FOR ADMISSION TO SCHOOL:
Kindergarten Entrance: Children must be five years old by September 1st of the current school year to enter kindergarten. (Ed. Code. 48000)

Transitional Kindergarten: A student is eligible for the Transitional Kindergarten program if they turn four years old between September 2nd and June 2nd. The Transitional Kindergarten programs are located at multiple elementary schools.

First Grade Admission: Children who are six years old by September 1 of the current school year will be enrolled in 1st grade. Children who are at least five and have completed a full year of kindergarten in a public school in another state or in a private school may be admitted to first grade.

Compulsory Education: A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located.

ASBESTOS ABATEMENT: The plans are available at individual schools for parent review.

ASSEMBLIES: Most schools hold occasional assemblies to announce awards or to provide an educational program to a large group. Parents may be invited on certain occasions, but because of crowded conditions, parent invitations are usually restricted to evening programs.

ATTENDANCE: Regular attendance is a good predictor of success in school. All students are expected at school each and every day. Students are excused only for illness, death in the family, medical appointments, court appearances, or for religious holidays. Medical or dental appointments should be made before or after school hours, or on Saturdays whenever possible. Business and vacations are not considered reasons for excused absence. Schools provide recognition for perfect attendance for students who have attended school from bell-to-bell every day. Excessive absences can cause failure of a grade, loss of credit, or a referral to the School Attendance Review Board (S.A.R.B.) E.C. 48205 contains specific guidelines.

ATTENDANCE AREAS & OPEN ENROLLMENT: See section on Open Enrollment in "Notices for Parents" for information regarding attendance areas and the procedure for requesting open enrollment.

CALENDAR: The school calendar is located on the inside back cover of this handbook.

CAMPUS SECURITY: For your child's safety, all persons entering school campuses **must identify themselves at the school office, present photo identification (Raptor), and receive permission to enter the campus**. Parents who are picking up children at school are requested to wait in the designated area.

CELL PHONES: The district has an obligation to provide a learning environment free from distractions. Cell phones and other electronic devices need to be off and placed in Yondr pouch during the school day. The misuse of these devices and failure to use Yondr pouch may result in school discipline, including but not limited to: detention, suspension, and expulsion. The school and district are not responsible for any lost or stolen electronic devices.

CHANGE OF CLASS/TEACHER: A request for teacher or class change should be made through the principal or counselor. At the elementary level, these requests may be especially difficult to honor because all classes may be full.

CLASS SIZE: The average elementary and junior high class has 30 students. High school class sizes average to about 30, but vary depending on the course. These class sizes must be maintained in order to qualify for state building aid and to stay within our budget. Occasionally class sizes exceed those averages or the limit set by the teacher association contract. When this happens, we create a new class or shift students among classes. We may "freeze" enrollment in a class until some students have moved away. On occasion, we must transfer students to another school.

COMBINATION CLASSES combine students from two elementary grade levels. These are usually set up to allow for growth at two grade levels in a school. Children will be given the appropriate work for their grade level.

COMPLAINTS: Most issues can be settled at the site level, and we feel that it is essential for you to contact your child's teacher and/or principal first. If additional assistance is needed once those steps have been taken, parents/guardians may contact the district office.

CONDUCT OF STUDENTS: Principals and teachers will hold students accountable for their conduct to and from school and on campus.

CUSTODY ISSUES: Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation that leaves the student's welfare in question will be handled at the discretion of the site administrator or law enforcement. Custody paperwork must be filed in the school office.

Parents are asked to make every attempt not to involve school staff in custody matters. The sheriff's office will be called when an issue arises.

The school will make every effort to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

EAST END/WEST END DEFINED:

East End: A district term referring to schools located east of Sunfair Road in Joshua Tree, including all of Twentynine Palms.

West End: A district term referring to schools from Sunfair Road west through Morongo Valley, including all of Yucca Valley.

GRADE LEVEL ORGANIZATION: The school district is organized as follows:
Elementary Schools: Transitional Kindergarten through sixth grade at the West End elementary schools and Transitional Kindergarten through fifth grade at the East End elementary schools.
Junior High and Middle Schools: Seventh and eighth grades at the West End middle school and sixth through eighth grade at the East End junior high.
High Schools: Ninth through twelfth grade.
(Grades seven through twelve are considered secondary schools.)

HOMEWORK: All students will receive homework. Those in grades TK-3 will have about 30 minutes of homework daily. Those in grades 4-6 are expected to complete one hour of homework a day. Those in grades 7-9 should expect about one and a half hours of homework daily; in grades 10-12, about two hours per day. Assignments' lengths may vary, especially if a student is given a long-range project. Some individuals may take more or less time than others to complete their assignments. Parents of children who have questions or concerns about homework should confer with the teacher or principal.

INTER-DISTRICT TRANSFERS: Parents who wish their child or children to attend school in another district should contact the Director of Instructional Programs and Support and inquire about the application. E.C. 48204.

LIAISON FOR HOMELESS FAMILIES: The District maintains a contract with a Community Outreach Coordinator for homeless families, families in danger of losing their housing, and/or in need of basic services due to homelessness (school supplies, transportation, food, utilities). Contact: Wayne Hamilton at 760-367-9191, ext. 4308.

LOST AND FOUND: Each school maintains a lost and found area. Parents are encouraged to check there for lost items. At the end of the school year, all unclaimed items are sent to charities. Schools cannot be responsible for students' jewelry, money, hats, and other personal items which are easily lost and difficult to identify with a particular owner.

MEGAN'S LAW: Information on registered sex offenders may be found using the state website. https://www.meganslaw.ca.gov/

NAME CHANGES: The Code of Civil Procedures, Section 125 states that an application for change of name may be legally changed by the Superior Courts. A student's legal name can only be changed with a court order. See Board Policy/Administrative Regulation 5125.11.

NON-CUSTODIAL PARENT VISITS: Private visits must take place outside of school hours and off campus. The schools will not arrange for private visits.

PARENT CONFERENCES: Parent conference days are scheduled on October 28, 2026, and April 14, 2027 (Early Release Days). Please consult your school calendar. Parents are urged to see their children's teachers at all grade levels, whether the child is in the first grade or ready to graduate from high school. Parent-teacher conferences may be requested by the parent or teacher at any time. Please call the school office to schedule an appointment.

PARENT NEWSLETTERS: To keep parents informed, each school sends a parent newsletter home on a regular basis.

PERSISTENTLY DANGEROUS SCHOOLS: The District does not have any schools that meet the state criteria for a "persistently dangerous" school.

PREGNANT OR PARENTING TEENS may remain at their regular school or enroll at Black Rock High School. Home teaching and/or independent study may be arranged in critical situations. (See "Hospitalization" in health care section.)

REGISTRATION: In addition to online registration, students new to the area should call for an appointment as soon as possible to avoid delays in entering school. High school counseling offices open in mid-July. Elementary and junior high school offices open for registration two weeks before the start of school.

REPORT CARDS/PROGRESS REPORTS:

Elementary: The elementary report card will be issued twice during the school year. Progress reports/deficiency notices will be issued between grading periods. Report cards reflect an overall grade for the year. Parents/guardians can access report cards on Synergy ParentVUE.

Students in special day classrooms will receive a special education IEP Progress Report from their special day class teacher, in addition to a district report card each semester. Students in severely disabled special day classrooms will not be assigned grades. Annual IEP reviews and semester progress reports toward IEP goals will be provided to parents.

Secondary: Secondary schools report grades for the two semesters with deficiency notices mailed midway during the first and second semesters. Report cards reflect a percentage grade with an overall grade point average determined for the academic credit completed. Parents/guardians can access report cards on Synergy ParentVUE.

Students in special day classrooms will receive a special education IEP progress report from their case manager, in addition to a district report card each semester. Students in severely disabled special day classrooms will be assigned alternative grades. Annual IEP reviews and semester student progress reports toward IEP goals will be provided to parents.

TRANSFER STUDENTS FROM OUT OF STATE must have immunization records with them before they can register. Parents should also bring their child's report card or other documents from the student's last school of attendance.

TRANSFER STUDENTS LIVING WITH RELATIVES OR OTHER ADULTS must complete a Caregiver Affidavit and may experience a delay in enrollment while records are reviewed.

SCHOOL ATTENDANCE REVIEW BOARD (S.A.R.B.) is composed of representatives of various youth-serving agencies. The goal is to help students and parents/guardians solve school attendance and behavior problems through the use of available school and community resources. When necessary, SARB has the power to refer students and their parents/guardians to court.

SCHOOL MEALS: MUSD's Nutritional Services offers breakfast and lunch as outlined by the USDA at all our school sites. We serve healthy, nutritionally-balanced meals to students and staff. Breakfast, lunch, and supper are available to all students at no charge for the 2026-2027 school year.

If your child needs special meals and/or accommodations, please use the Meal Accommodation application available at the back of this booklet and from Nutritional Services at the district office.

If you wish to celebrate your child's birthday at school, the cafeteria has cookies and pizza that meet federal and state guidelines for purchase. Order forms are available at the cafeteria and online for your convenience. Snacks, other than those available through the cafeteria, should support student wellness, be of good nutritional value, and store-bought. No home-cooked meals or snacks may be served during celebrations. A copy of the Morongo Unified School District Wellness Policy is available on the district's website at www.musdns.com.

SCHOOL SAFETY PLANS: The Safety/Compliance Officer maintains and reviews School Safety Plans. Contact Albert Kent (ext. 4232) at the District Office if you wish to review these plans.

SCHOOL DISRUPTION: Any person who willfully disturbs a public school or public-school meeting is guilty of a misdemeanor and may be punished by a fine of not more than $500.00.

STUDENT VISITORS: As a general rule, students who are not enrolled at a particular school are not permitted to visit the school when classes are in session. Any exceptions are regulated by policies and procedures at each school.

TRUANCY REPORTING is mandated by the State to notify parents/guardians of unexcused absences or tardiness in excess of 30 minutes, parental rights in this matter, and the potential consequences for the students and parents. E.C.48260.5

WORK PERMITS are obtained through the high school office. Students must be enrolled in school to obtain a work permit. The district is required to enforce all labor laws

USE OF PESTICIDES: Parents will be notified through postings which pesticides will be used (if any) during the school year.

WITHHOLDING GRADES FOR PROPERTY DAMAGE: District Administrative Regulation 5125.2 allows schools to withhold grades, diploma, or transcripts from the student and parent(s) due to willful property damage or failure to return property on demand (books, etc.). Ed Code. 48904 Ed Code. 49014

DISASTER INFORMATION

In the event of a major emergency or disaster, the Morongo Unified School District and all schools have a response plan designed to ensure the safety and security of all students and employees. Students will be evacuated to a safe location at the school. School personnel will remain with students until they are released to parents or transported home. If necessary, students may be moved to another school temporarily.

Parents need to be aware of the following:

- Information regarding changes to the normal operation of schools will be broadcast over local radio stations. Parents are urged to listen to the radio rather than telephoning individual schools, which puts an added burden on school personnel as well as overloading telephone lines.
- In the event of a major disaster such as an earthquake or serious flooding, bus transportation will be canceled. Students will be held at schools.
- **Students will be released only to people named on the emergency contact list**, or the special disaster card used at some schools. Parents need to be sure that more than one adult is authorized to pick up their children. A high school sibling may be one of the authorized people, if the parent wishes.
- In order to maintain security, each school has designated a location for "reunion" of parents and students. Be sure you know the procedures for checking out a student during an emergency. School personnel must keep track of the location of all students and to whom they are released; parents can help in this effort by following procedures.

KNOW YOUR EDUCATIONAL RIGHTS

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
  - All children have the right to a free public education.
  - All children ages 6 to 18 years must be enrolled in school.
  - All students and staff have the right to attend safe, secure, and peaceful schools.
  - All students have a right to be in a public-school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
  - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent/guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

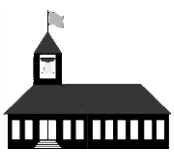
- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may provide a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.



INSTRUCTIONAL PROGRAMMING

Preparing Our Students to Become Productive, Contributing Members of Society

The Morongo Unified School District has designed a TK-12 program to prepare students for higher education and productive employment in a rapidly changing technological society.

HIGH SCHOOL

High School curriculum components include: (1) integrated academic and technical courses which prepare students for enrollment in post-secondary academic, technological, and/or vocational programs; and (2) a career pathways program that prepares students for entry-level jobs.

ACCREDITATION: The Western Association of Schools and colleges has authority to accredit high schools within this region. All three high schools have been accredited.

ADVANCED PLACEMENT COURSES: We offer several classes at the high school level that prepare students for advanced placement tests. The Morongo Unified School District explores all available funding sources to assist with the test fees associated with the Advanced Placement funding. Please contact your high school counselor for further information.

ALTERNATIVE HIGH SCHOOL: Black Rock High School provides alternatives to the regular high school program for those students who require a flexible but closely supervised program. The minimum age for enrollment is 16. E.C. 58501.

ALTERNATIVES TO HIGH SCHOOL GRADUATION: Students who are 16 years of age or older may take the California High School Proficiency Test, which is offered twice each year. Although this is considered to be the equivalent of high school graduation, most colleges and universities also require completion of a specified course of study. Students who are 18 may enroll in the adult school program through Copper Mountain College to receive a G.E.D. (General Equivalency Diploma) or an adult high school diploma.

ATTENDANCE REQUIREMENTS: Students must attend school until age 18 or until they have graduated from high school. Students who are in violation of compulsory school attendance laws may be referred to the School Attendance Review Board (S.A.R.B.) with their parent/guardian and they may receive a fine and legal ramification.

CAREER COUNSELING: Beginning in 7th grade, counselors will explore career options with students and place them in appropriate classes. The career counseling will promote equity in all career fields. Parents are encouraged to contact their child's counselor and participate in the career counseling process.

CAREER TECHNICAL EDUCATION: Career Technical Education (CTE) is a program of study that courses that integrate core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Available classes vary a little each year and depend on enrollment. Industry sector pathways include Unmanned Aerial Vehicle Piloting, Pharmacy Technician, Registered Dental Assisting, Criminal Justice, Child Development, Culinary, Medical Assistant, Emergency Medical Response, Elementary Teaching, Instructional Assistant and Construction Trades. All programs are not offered at all schools. To learn more about CTE in California, you should view the following website: www.cde.ca.gov/ci/ct/ or contact Assistant Superintendent of Secondary Education at 760-367-9191 ext. 4224.

CHALLENGING COURSES BY EXAMINATION: Students may receive credit for a high school course by demonstrating through an examination that the student's skills and knowledge gained through prior study or experience are at least equivalent to that expected of a student receiving credit through attendance and successful completion of the course. The parent or guardian of the student, on behalf of the student, shall make a written application to the principal for the student to challenge a course through examination or performance assessment, specifying the course(s) to be challenged and the level of credit requested.

COLLEGE ADMISSION REQUIREMENTS: College admission requirements vary from college to college. Typically, admissions requirements are a combination of a strong academic course of study as reflected on a student's high school transcript and good scores on Admissions Exams such as the SAT. A student meeting admission requirement of the University of California system typically meets admission requirements of a majority of colleges and universities. Courses offered in MUSD that meet college admission requirements are:

- History/Social Science 2 Years (World History, US History, Government/Economics)
- English 4 Years (English 9-12)
- Mathematics 3 Years (Math I-III)
- Laboratory Science 2 Years (Biology, Chemistry, Physics)

- Language other than English 2 Years (Spanish, French)
- Visual & Performing Arts 1 Year (Art, Music, Drama)
- College Preparatory Elective 1 Year Chosen from above areas(Additional UC Approved Electives in Social Studies, Math, English Laboratory Science, Foreign Language, or Arts)

Where a particular college or university is concerned, it is advisable to contact that school and determine their specific admission requirements. For additional information, please refer to the following websites:

University of California: www.universityofcalifornia.edu/
California State University: www.calstate.edu

COMMUNITY COLLEGE: Enrollment in a community college is ideal for students who wish to take a vocational course, for those who are unsure of education goals, or for those who wish to complete general education requirements before transferring to a four-year program. Any California high school graduate or person over 18 years of age may enroll in a community college

COMMUNITY DAY SCHOOL: San Bernardino County Superintendent of Schools operates one Community School in our District, in Yucca Valley. This school may serve students who have been expelled or have other needs that make attending comprehensive high school or junior high school difficult. There is also an Independent Study Program that is part of the County support.

COUNSELING: Each high school has counseling staff, including counselors and a registrar. The counselors' first priority is appropriate academic guidance. Each junior high school has at least one counselor. Parents are encouraged to participate in academic counseling sessions and decisions. Career counseling and course selection are done without regard to gender. High school parents are encouraged to ask for an updated copy of the 4-year plan each year.

COURSE LOAD: All students must carry a full course load. Seniors who will have completed requirements may take a reduced load second semester. Some students may enroll concurrently at Copper Mountain College with permission of the principal.

DROPOUTS: Students who do not graduate from high school seriously limit their future choices. High school graduates earn more than those who do not graduate from high school. Students under age 18 who have left school are encouraged to enroll at Black Rock High School to continue their education. An Independent Study Program is available for a limited number of students who want to reenter school. Contact a high school counselor or Instructional Services at (760) 367-9191, extension 4224.

DUAL ENROLLMENT: Students at both high comprehensive high schools may enroll in specific courses designated to give both high school and college credit.

EIGHTEEN-YEAR-OLDS AND "EMANCIPATED MINORS" are considered adults by state law and they will be treated as such. These students may grant themselves permission in all cases where parental permission or notification is required. Students past the age of 18 may remain in school as long as they continue to make satisfactory progress toward graduation, maintain good behavior and do not break attendance regulations. Students over 18 who have left school will be referred to the adult education program.

EXTRACURRICULAR ACTIVITIES: are offered at all junior and senior high schools. The offerings vary from school-to-school.

Eligibility: Students must have a C average and no more than one failing grade to be eligible for extracurricular activities including athletics. Schools may also specify certain behavior standards or other requirements for participation in some activities. Students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but no limited to:

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements
3. No more than one failing grade ("F") in the previous grading period.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Sports: Twentynine Palms and Yucca Valley High Schools provide many opportunities for athletic competition at the interscholastic levels. Both schools belong to the California Interscholastic Federation and adhere to all regulations of that organization. Contact the High School Athletic Director for information regarding specific sports. For academic eligibility standards, see "Eligibility" under Extracurricular Activities. Junior high school activities are mostly intramural; interscholastic sports are not offered at the elementary level.

Insurance Requirement for Interscholastic Sports:
Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils may qualify to enroll in no-cost or low-cost health insurance programs. Information about these programs may be obtained by calling Morongo Unified School District, Business Services, Ext. 4251.

FOREIGN EXCHANGE STUDENTS are expected to take a full course load similar to that of a high school junior or senior even if they have already completed high school requirements in their home country. Only those students enrolled in State Department-approved programs will be allowed to enroll in District schools. We will also only enroll students who are living in the District and who are in the full custody of US residents and who are participants of a district-previously approved foreign-exchange program. We must have court documents granting that custody if the student is not living with parents. The student must possess an appropriate visa before applying for school entrance. MUSD does not issue I-20 forms. MUSD does not enroll exchange students who have not been previously approved for district attendance along with their exchange program ***during the school year prior to entrance. The deadline for Exchange Agencies to apply is January 6 of the new year.***

GRADUATION REQUIREMENTS: High School students must pass 40 units of English, 30 units of math, 20 units of science, 30 units of social science, 20 units of physical education, 10 units of visual or performing arts or foreign language, and completion of the health requirement. Five units equal a one-semester course. Graduation requirements will be 220 credits.

Beginning in the 2012-2013 school year, Education Code 51225.3, as amended by AB 1330 (CH.621, Statutes of 2011), authorized the Board to include a year-long course in career technical education (CTE) as an alternative to the visual or performing arts or foreign language course requirement for high school graduation.

HIGH SCHOOL PHYSICAL EDUCATION REQUIREMENT: 9th Grade students must pass the Physical Fitness Test (PFT) in 5 of 6 Fitness Zones established by the *Fitnessgram®,* as required by the state of California, to retain the two-year PE exemption in grades 10-12. This means a student who fails to pass 5 of 6 Fitness Zones during the state PFT given each spring, will have to take PE classes all four years of high school or until the PFT is passed. Students in grades 10-12 who have not passed the Physical Fitness Test will be re-tested each year with students who pass the PFT eligible for the two-year PE waiver. For more information, check the state of California website for PE: www.cde.ca.gov/ta/tg/pf/

HONORS PROGRAMS: Identified gifted students are offered differentiated instruction that extends the state standards. Students may enroll in honors classes, dual enrollment and advanced placement classes when available after completing any prerequisites for the courses.

INFORMATION FOR THE FUTURE:
The best resource to assist in choosing courses that meet college admissions or CTE programs is your school counselor. Each middle school, junior high and high school has counselors. Parents and students are encouraged to schedule appointments with a counselor to help choose courses that meet college admissions requirements, enroll in CTE courses or both. Counselor contact numbers for MUSD schools are:

La Contenta Middle School	760-228-1802
Twentynine Palms Junior High School	760-367-9507
Twentynine Palms High School	760-367-9591
Yucca Valley High School	760-365-3391
Black Rock Continuation High School	760-369-6310

LUNCH TIME: Both Yucca Valley and Twentynine Palms High Schools have closed campuses at lunch time. All students must remain on campus. This policy was adopted to ensure the safety and security of the students during the school day. Neither the school district nor any officer or employee thereof shall be liable for the conduct or safety of any pupil during the time when the pupil is off school grounds pursuant to this section.

MIDDLE AND JUNIOR HIGH SCHOOL

EXTRACURRICULAR ACTIVITIES are offered at all junior and senior high schools. The offerings vary from school to school.

Eligibility: Students must have a C average and no more than one failing grade to be eligible for extracurricular activities including athletics. Schools may also specify certain behavior standards or other requirements for participation in some activities.

Insurance Requirement For Interscholastic Sports:

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils may qualify to enroll in no-cost or low-cost health insurance programs. Information about these programs may be obtained by calling Morongo Unified School District, Business Services, Ext. 4251.

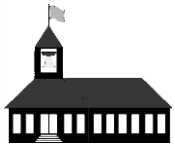
MIDDLE SCHOOL GRADE PROMOTION GUIDELINES: Students must pass all core subjects (English, math, science, social studies) and accumulate 110 credits out of a possible 120 credits. A student receives five (5) credits per semester for each class with a passing grade including physical education and elective classes.

READING in the MIDDLE and JUNIOR HIGH SCHOOLS: Students entering 7th and 8th grade are required to complete an English and math placement test as part of the scheduling process. Placement scores are used to screen students for possible reading intervention and additional support in mathematics. Some students in the MUSD will have additional instructional time to meet their own academic needs. The MUSD uses state approved reading intervention and math materials to provide additional instruction in both of these subjects. The goal is to increase student proficiency and student success, so that students will be prepared for the academic demands and requirements of high school.

ELEMENTARY SCHOOL

ELEMENTARY GRADE PLACEMENT GUIDELINES: A teacher shall consider making a recommendation for retention at a grade level when a student earns primarily grades below grade-level proficiency in reading/language arts and mathematics as reported on the District standards-based report card. The criteria used by the teacher to determine if a student is performing below grade level standards includes but it is not limited to; grades on classroom work and local/state assessments.

READING IN THE ELEMENTARY GRADES: Our most important task is to teach children to read well and to use reading as a vehicle for learning. The current program is a balance of literature and basic skills. Children have many opportunities to read every day. The program includes guided reading of new material, shared reading, independent reading, and read alouds. Primary students learn various ways to decode unknown words, including specific phonics lessons. Schools provide additional assistance for students who are not yet reading at grade level.



K-12 PROGRAMS

COMMON CORE STATE STANDARDS: Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.

COMPUTERS: A variety of computers and programs are available in the schools, ranging from computer-assisted instruction and basic digital literacy for an elementary student to more advanced digital literacy at the high school level.

DRUG AND ALCOHOL PREVENTION EDUCATION: All students receive instruction in Drug and Alcohol Prevention several times during their school career. High School: Ninth and tenth grade students receive tobacco, drug and alcohol abuse prevention education while satisfying their Health Education requirement. The K-6 Health Curriculum includes lessons in nutrition, exercise, disease prevention, and the dangers of substance abuse. These lessons, delivered by classroom teachers and P.E. teachers, provide elementary students with the knowledge and skills needed for making positive, healthy choices.

GIFTED AND TALENTED EDUCATION (GATE):
The Morongo Unified School District provides the Gifted and Talented Education (GATE) Program to develop unique education opportunities for high-achieving and underachieving pupils in the California public elementary and secondary schools. Each school district's governing board determines the criteria it will use to identify students for participation in the GATE program. Categories for identification may include one or more of the following: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent; or any other criterion that meets the standards set forth by the State Board of Education (SBE).

Prior to identification, pertinent evidence as to a pupil's capacity for excellence far beyond that of chronological peers is compiled. The range of data should be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups.

(a) Appropriate data to be collected by the school district may include:
- School, class, and individual pupil records
- Individual tests (including summary and evaluation by a school psychologist)
- Group tests
- Interviews and questionnaires (teacher, parent, and others)

(b) Evidence of a pupil's capacity may also be derived from pupil products, comments from peers, and opinions of professional persons.

(c) Studies of factors contributing to a pupil's underachievement resulting from handicapping or disadvantaged conditions shall be considered.

(d) The pertinent evidence shall reflect consideration of the economic, linguistic characteristics, and cultural background. (*CCR*, Title 5 Section 3823)

Services for the GATE program vary and are dependent on the needs of the students identified as GATE. Teachers plan and organize as integrated, differentiated learning experiences within the regular school day. In addition to differentiated instruction, the GATE program services may be supplemented with other differentiated activities related to the core curriculum using such strategies as:

- Independent study
- Acceleration
- Postsecondary education
- Enrichment

Other types of service delivery options can include special day classes, part time groupings, cluster groupings, and after school programs.

EDUCATIONAL RESOURCES:
- Textbooks: The school provides all required texts for students. Because of the great expense to the District of providing these essential materials (about $200 per book), parents will be charged for the replacement of lost or damaged books.
- School materials: The schools provide all materials required for student work. Parents with questions about required materials should contact the teacher or principal.

- Library Book Selection: Books are selected according to curriculum needs, student interests, availability, and durability. Donated books are screened to ensure appropriateness.
- Reference Materials: Students are provided a wide variety of up-to-date reference materials in classrooms and libraries.
- Yonder Pouches: Secondary students (middle and high school) will be issued a Yonder pouch to secure their electronic devices during the instructional day. Students will be responsible for their assigned pouch and must bring it to school each day.

ENGLISH/LANGUAGE ARTS: Students receive instruction in reading, writing, grammar, and spelling at all grades. Special emphasis is placed on reading in all content areas and on effective writing in various forms and styles. Students learn to revise and edit their work. Students who experience difficulty with grade-level material may receive additional skill-specific instruction. Standards-based language arts materials were adopted in the 2016 school year and purchased for implementation and are currently being used in all classes K-12.

ENGLISH LANGUAGE DEVELOPMENT (ELD) is a program for students classified as limited English proficient as determined by ELPAC testing. Placement in an additional coursework for English Learners is determined from the ELPAC results.

FIELD TRIPS: Field trips are educational activities. Most are paid for by fund raising. Any contributions go into the class fund and are used for all students. No students will be denied participation for lack of his or her fundraising activity. Overnight field trips have additional requirements and will be cancelled if those requirements are not met.

Field Trip Permission Form: Each student must have a permission form signed by a parent or guardian before participating in any activity which takes him or her off campus. Students will not be allowed to participate in a field trip if any alterations have been made to the form.

INDEPENDENT CONTINUING EDUCATION (ACCE): The Morongo Unified School District operates an independent study program for students in kindergarten through twelfth grade (K-12) at two locations and through our Virtual Academy. The Academy of College and Career Excellence (ACCE) is another alternative education opportunity for students who wish to have partial or complete independent education options.

LIBRARIES: Each school has a library with up-to-date books and other materials. All elementary school students, including kindergartners, visit the library and check out books weekly. Parents are invited to read the books their children bring home and to encourage the life-long love of reading.

LOCKERS: We do not provide book lockers. This is a fact in many school districts, caused by a concern over illegal substances and by the high cost of locker maintenance and replacement. Special arrangements may be made for students with verifiable medical problems or special needs because of small stature, etc., to transport their materials via site-issued rolling backpacks.

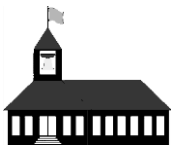
MATH: The current emphasis in math is on accurate computation and the development of higher-level skills such as estimation, problem-solving, algebraic reasoning, probability, and logic. Our goal is to prepare students to meet the mathematical standards needed in a technological society. We begin with number patterns and numerical relationships in kindergarten and progress through calculus for some seniors. The sequence of courses at the high schools allows students to progress at their own rate while continuing to be challenged. Students are required to pass Algebra I/Integrated Math I prior to high school graduation.

PARENTS OF ENGLISH LEARNER STUDENTS

In addition, the parents of limited English proficient (English Learner) students participating in a language instruction program shall be notified, not later than 30 days after enrollment, of the following:

- The reason for the identification of their child as limited English proficient and in need of placement in a language instruction education program.
- The child's level of English proficiency, how such level was assessed and the status of the child's academic achievement.
- The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child.
- How such a program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The specific exit requirements for the program, including the expected rate of transition from such a program into class-rooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school, if applicable.
- In the case of a child with a disability, how such a program meets objectives of the individualized education program of the child.

- Information pertaining to parental rights that includes written guidance detailing the right of parents to have their child immediately removed from such a program, and the option to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and assisting parents in selecting among various programs if more than one is offered.



MORONGO
UNIFIED SCHOOL DISTRICT
5715 Utah Trail, Twentynine Palms, CA 92277
Phone: (760) 367-9191 Fax: (760) 367-7189

Board of Education
Christopher Claire, President
Roberta Meyers
Pete Wood
Bianca Stoker
Missy Bond

District Superintendent
Dr. Patricio I. Vargas

August 2026

Parent Notification Letter

California Education for a Global Economy (CA Ed.G.E.)

Dear Parent(s) or Guardian(s):

This letter is meant to notify you of CA Ed.G.E. Initiative, also known as Proposition 58, was approved by California voters in November 2016. The CA Ed.G.E. Initiative amended EC sections 300, 305, 306, 310, 320, and 335, and repealed EC Section 311. The amended statutes took effect July 1, 2017, and the corresponding regulations (California Code of Regulations [5 CCR] sections 11300, 11301, 11309, 11310, 11311, 11312, and 11316) took effect July 1, 2018.

CHOOSING A LANGUAGE ACQUISITION PROGRAM: Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

MUSD LANGUAGE ACQUISITION PROGRAMS OFFERED: We are required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for pupils who are learning English at minimum, students are offered ELD and access to grade level academic subject matter content. We also offer the following language acquisition programs: Dual language immersion.

REQUESTING A LANGUAGE ACQUISITION PROGRAM: Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii], [v]); EC Section 306[c]). If interested in a different program from those listed above, please contact Dr. Daniele Snider at (760)367-9191 x4262 to ask about the process.

About Language Acquisition Programs and Language Programs

Program Type	Characteristics
Language Acquisition Program (English Learners)	The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall: • Be designed using evidence-based research and include both Designated and Integrated English Language Development; • Be allocated sufficient resources by the local educational agency (LEA) to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and • Within a reasonable period of time, lead to: ⁾ Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and ⁾ Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language
Language Program (non-English Learners)	• Language programs offer students who are not English learners' opportunities to be instructed in languages other than English • May lead to proficiency in languages other than English

Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062).

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

Thank you,

Dr. Gracie Gutierrez
Assistant Superintendent,
Elementary Education

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August 2026

Dear Parent(s) or Guardian(s):

Morongo Unified School District (MUSD) has transcript-informed functionality with the California College Guidance Initiative (CCGI) to help your child develop a well-informed college and career plan.

1. CCGI is a nonprofit that works with school districts throughout California to ensure that: all high school seniors in California graduate with clear postsecondary goals and a plan for how to achieve them.
2. Each student's academic transcript data follows them as they advance across educational systems to reduce information gaps that could otherwise hinder their success.

As part of this effort, CCGI manages the state of California's college and career planning platform, CaliforniaColleges.edu. This web-based platform offers students, families, and educators a single access point for college, career and financial aid planning. It offers planning and, application tools, along with information to help plan for life after high school. With transcript-informed functionality in CaliforniaColleges.edu, Morongo Unified students have access to exclusive tools and resources to support their college and career planning. These resources are only provided when students' transcript data is uploaded from MUSD's Student Information System (SIS) into CaliforniaColleges.edu in accordance with all state and federal student privacy laws.

The benefits of the transcript-informed functionality include giving students access to California State University (CSU) and University of California (UC) eligibility tools to view progress towards meeting the "a-g" course requirements. This will help your child know if they are taking the right courses in high school to meet their goals after graduation. You and your student can use the platform to keep track of application deadlines and submissions. Students can apply to a California Community College, CSU, and UC directly from CaliforniaColleges.edu. MUSD's transcript-informed accounts allow key information to transfer from your student's account to these applications, making the entire process faster and easier. It also allows your student's verified course information to be shared directly with community colleges and CSUs, helping those colleges make faster and better decisions about admission, placement, and financial aid. Students can also launch and track their FAFSA or California Dream Act Applications from their account, potentially smoothing the process of determining Cal-Grant eligibility.

Should you wish to opt-out from MUSD's disclosure of your Student Information, please contact Leisa Ruggiero at (760) 367-9191 ext. 4224. Opting out will remove your student's access to CaliforniaColleges.edu's transcript-informed functionality.

If you have any questions, please contact your student's High School Counselor.

PARENT INVOLVEMENT: There are various parent involvement opportunities throughout the district. Please contact your local school site for more information.

PHYSICAL EDUCATION: Elementary students have 200 minutes of Physical Education every two weeks. Junior high students take P.E. daily. High school students are required to take two years of P.E., and may take other courses as electives. Except in some older schools, P.E. facilities are limited and most activities take place outdoors.

P.E. Clothing: If a school requires "dressing" into P.E. clothing, the student may either purchase the recommended clothing or use other approved clothing. Any parent who is unable to provide appropriate clothing should contact the teacher or principal for assistance.

POSITIVE PREVENTION PLUS: This health education program meets the California requirement for Health and is offered as a unit in some Physical Education and Life Science/Biology classes at the middle/junior high schools and high schools. The curriculum is available at the school sites for parent review. Students are to receive this instruction once in grades 7/8 and once in grades 9-12 unless parents submit an opt-out form to the school administration.

RELIGIOUS BELIEFS AND CUSTOMS: References are made to religion and religious literature as part of instruction in many courses. Books about religion will be found in school libraries. The District will not promote a particular religion or conduct religious services.

SAFE STORAGE OF FIREARMS: The District is required to provide parents notice of California's child access prevention laws and laws relating to the safe storage of firearms. The District has attached a memorandum describing such laws. (EC § 48986, 49392)

SCIENCE: All elementary students take part in science classes two to three times a week. Secondary students take two years of science in junior high and a minimum of two years in senior high school. The District offers a number of advanced science courses. Two years of laboratory science are required for entrance into the University of California.

SMARTER BALANCED INTERIM ASSESSMENTS: The Interim Assessments are one of the three components of the Smarter Balanced Assessment System, which include the summative assessments, the Interim Assessments, and the formative assessment tools (i.e., Digital Library). These components are available to all California classroom teachers to use to support teaching and learning throughout the school year. Interim assessments provide teachers with actionable information about student progress, and are designed to be given at locally determined intervals. The interim assessments will help teachers, students, and parents gauge student progress toward college and career readiness, and identify strengths and areas of remediation in relation to the Common Core State Standards.

SOCIAL SCIENCE: All students study social science, including history and geography, through the eighth grade. At the high school level, three years are required, including United States and World History. Seniors are required to complete one semester of U.S. Government and one semester of Economics.

SPECIAL EDUCATION: The District provides special education for students whose needs cannot be met with modifications to the regular instructional program and who qualify under the law. The specially designed instructional program, along with related services, are provided at no cost to the family.

Special Education is a part of the total education system and provides interaction between disabled and non-disabled students in regular education programs, co-curricular activities, and other school events. Services are provided to children, birth through the age of 22.

District programs include those for specific learning disabilities, emotional disturbance, deafness and hearing impairments, blindness and visual impairments, intellectual disability, autism, traumatic brain injuries, orthopedic impairments, other health impairments, combinations of handicaps, and for those with speech and language disabilities. Students may be served in integrated settings with supplementary support services.

Special Education services may begin long before kindergarten. An Early Start Program provides services for infants, ages birth through two years, and Preschool programs for ages three to five years, 11 months.

The District meets all state and federal requirements for providing special education services. Any person involved with a student at risk may refer that child to the Multi-Tiered Systems of Support (MTSS) Team for interventions or strategies designed to help the child succeed in the regular classroom. If the strategies do not help and the child is still not succeeding, he or she may be

referred for screening and possible special education assessment. (Individuals with Disabilities Education Act; Sec 504, Rehabilitation act, 1973)

For description of Parental Rights and Procedural Safeguards, see Notices Section.

SUMMER SCHOOL: Summer learning opportunities are offered at multiple levels. At the elementary level, students participate through the Expanded Learning Opportunities Program (ELOP), which integrates academic support with enrichment activities. High school classes focus on credit recovery. Senior high school students who fail a course are urged to make up their work during summer school. Students in special education are provided services through an Extended Year program.

TEACHER QUALIFICATIONS

Parents/Guardians may request information regarding the professional qualifications of their child's classroom teacher (20 USC 6312) including, but not limited to, whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
- Is teaching in the field of discipline of the teacher's certification

TITLE I

All schools in the Morongo Unified School District receive Title I funds

TESTING NOTIFICATION

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

California Assessment of Student Performance and Progress (CAASPP)

The CAASPP computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments (CAAs)

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS.

California Spanish Assessment (CSA) for Reading/Language Arts

The optional CSA for Reading/Language Arts in Spanish is aligned with the California Common Core State Standards in Spanish. This computer-based test allows students to demonstrate their Spanish skills in listening, reading, and writing mechanics.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments.

English Language Proficiency Assessments for California (ELPAC)
California transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) in 2017–18. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test
The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

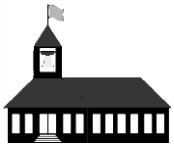
UNIVERSAL SCREENING
Morongo Unified School District's goal is to meet the needs of our students and assist them in becoming successful, productive members of our community. To do so, we are continually evaluating and improving our practices, programs, supports, and services.

To improve services to your student, we are administering Universal Screeners to determine whether he/she would benefit from additional support(s) and/or intervention(s). Universal screeners are administered in English Language Arts, Mathematics, and Behavior and allow school staff to identify students that may be academically or behaviorally "at risk". Students whose scores fall below a specified cut-off may need more specialized academic or behavior support(s). Early screening allows positive and preventative measures to be implemented as quickly as possible thus allowing students' the greatest chance for success. Starting with the 2025-2026 school year, students in grades Kindergarten through second grade will receive an additional annual screener to screen for reading difficulties.

Identified students are provided with mentoring, social skill building, small group-targeted instruction (in or out of the classroom), and other supports deemed appropriate to help them engage positively and successfully in learning.

We value and appreciate your continued partnership and support as we work together and ensure that all students are successful reaching maximum potential.

UNIVERSAL SCREENING - LITERACY
In 2023, the California Legislature enacted Education Code section 53008, requiring that all students in kindergarten through second grade participate in an early literacy screening designed to help identify students at risk for reading difficulties. This screening is part of a statewide effort to support early intervention and improve literacy outcomes. Beginning with the 2025–26 school year, all local educational agencies (LEAs) were required to administer a California Department of Education–approved literacy screener annually to students in grades K–2. Parents or guardians must be notified prior to the screening and may opt their child out by submitting a written request. The purpose of the screener is to identify students who may benefit from additional literacy support and intervention as early as possible.



HEALTH, MEDICAL, AND RELATED MATTERS

ALLERGIES: Please inform the School Nurse/ Health Technician of any allergies that your child may have. If your child needs special meals and/or accommodations, you can obtain a "Special Diet Order" application from the MUSD website or your student's school Health Office.

CHICKEN POX: Children with chicken pox will be kept out of school for at least seven days, and until all eruptions have crusted over.

CHILD ABUSE: School personnel are required to report any case of suspected child abuse. Failure to do so can result in severe penalties for employees. Parent complaints regarding reporting procedures must be made to Child Protective Services. School officials may not interfere with the referrals.

Parents or guardians who believe school personnel have abused their child should report the matter to the school principal. The parent may choose to report the concern directly to Child Protective Services and may also file a complaint against an employee. P.C. 11165.14

HEALTH RUMORS: Students or parents may hear rumors about serious communicable diseases at a school. Please contact the principal if you hear such a rumor.

HEARING AND VISION TESTS: State law requires hearing and vision screening at grades K, 2, 5, 8, and 10 (Hearing Only). Parents will be notified if further examination is recommended. Follow-up examinations are at parent expense. As part of an initial IEP assessment for special education (SE), students upon entry to SE and every 3rd year after.

HOSPITAL / HOME INSTRUCTION: The district may arrange for home instruction for students who have been hospitalized or must remain at home for short periods of time due to medical reasons. Ask for the "Physician's Statement of Disabling Condition" form at your school office or from the special education office. E.C. 48206.3. Any child hospitalized for a temporary disability is considered a resident of the school district in which the hospital is located. Parents are required to notify the district when a pupil is placed in a qualifying hospital. E.C. 48207, 48208.

All physician recommendations for Home/Hospital instruction will be reviewed and considered but that does not mean all recommendations will be approved.

IMMUNIZATIONS: California law requires that children have up-to-date immunizations. Students are subject to exclusion from school for inadequate or incomplete series of immunizations.

California Immunization Requirements for

K–12th Grade (including transitional kindergarten)

CDPH California Department of Public Health

Grade	Number of Doses Required of Each Immunization[1, 2, 3]				
K-12 Admission	4 Polio[4]	5 DTaP[5]	3 Hep B[6]	2 MMR[7]	2 Varicella
(7th-12th)[8]	K-12 doses	+ 1 Tdap			
7th Grade Advancement[9,10]		1 Tdap[8]			

All kindergarten and 7th grade students must have proof of complete immunizations upon enrollment.

Children transferring from outside of California and from outside of the United States, must have immunization records with them before they can register.

Parents must bring immunization record(s) with them to avoid delays in registration.

***As of January 1, 2016, and per California law SB277, exemptions based on personal or religious beliefs for children in child care and public or private schools are no longer be permitted. For more information,**

access: www.shotsforschool.org

California State Law, AB354, requires that ALL students entering the 7th grade must provide proof of a Tdap booster (whooping cough) administered BEFORE the first day of school.

Parents can seek a medical exemption from a licensed Medical Doctor (MD) or a Doctor of Osteopathic Medicine (DO). Medical exemptions require specific written documentation from the physician. Children attending school under a medical exemption will be excluded in the event of any outbreak of disease covered by required immunizations.

Additional information can be found at California Department of Public Health, Immunization Branch website.

INSURANCE: Parents who do not have other health insurance are urged to purchase special school insurance to cover accidents incurred during school activities including sports. Forms are available at school offices. E.C. 49472

LICE: Head lice are an occasional problem wherever there are children; schools are no exception. When two or more cases of head lice are discovered in an elementary classroom, all children in that classroom are checked by school personnel for head lice. Additionally, siblings of affected students and members of the same household will also be checked. A letter is sent home to all parents of children in the affected classroom(s) so that those parents are made aware of the problem and symptoms to look for at home. Secondary students are checked on an individual basis.

Children with head lice may return to school when no active adult lice are found and the parent/guardian has made a reasonable attempt at nit removal. Students returning to school must be checked in the office by school personnel in the presence of the parent or guardian. Students must be cleared by school personnel before returning to any class or group activity. Special lice treatment shampoos and combs are available in drug stores. Ordinary shampoo is not effective. If a head lice problem is discovered at home, please inform the school so that appropriate action may be taken. (BP 5141.33)

MEDICAL APPOINTMENTS: Verified medical appointments are excused absences. Medical or dental appointments should be made before or after school hours or on Saturdays whenever possible. School authorities may excuse pupils in grades 7 through 12 to obtain confidential medical services without parental consent or notification. E.C.46010.1. **Please bring a note from your doctor to excuse each absence.**

MEDICAL CONDITIONS: We recommend that students with special medical conditions or prohibitions wear identification tags or bracelets describing the situation. The school nurse and office should be notified of any health conditions that affect student performance or the way the student should be treated when injured. Students with chronic health problems need to present a written verification of that condition annually in order to be exempt from the attendance policy. Contact school nurse or principal regarding specific situations. Education Code 49480, Section 504.

MEDICATIONS: Prescribed medications, as well as over-the-counter medication (e.g.: cough drops, aspirin, allergy medication) will be administered at school only with the required Medical Authorization Forms, pharmacy label, and doctors order signed by both physician and parent. Medications will be administered by authorized school personnel only. **All medication must be in original labeled container and kept in a locked area of the Health Office**. Medication must not be kept on the student, in lunch boxes, desks, or backpacks. Parents, not the child, must transport all medication(s) to and from school. Parents are responsible for maintaining adequate medication supplies at school. Education Code 49423 and 49480.

A new Medical Authorization Form must be completed and provided to school personnel each school year. This is also true when there is any change in dose, time, or method of administration during the school year. The Medical Authorization Form will be **valid for the current school year** or until discontinue date specified by the physician.

All medication administration at school will be strictly aligned to the prescribed medical orders on file. In accordance with law, the district shall obtain written statements from the student's physician and parent/guardian before a student is allowed to carry or self-administer prescription diabetes medication, auto-injectable epinephrine, or prescription inhaled asthma medication during school hours. E.C. 49414.5, 49423, 49423.1; 5CCR 600.

Inhalers may only be carried by students on campus and to extra-curricular activities with specific authorization from a physician and parental consent on file.

A new Medical Authorization Form must be completed each school year.

Medications must be picked up by the parent or guardian within one day of the end of the school year or they will be properly discarded.

MORONGO WELLNESS

Counseling Services Available at Your Student's School

Supporting the emotional health, well-being, and success of students and families.

We Are Here to Help

Morongo Wellness provides **individual and family counseling services** to support students in achieving their personal, social, emotional, and academic goals.

Our counselors work with students and families to address a variety of concerns, including:

- Stress and anxiety
- Depression and sadness
- Family challenges
- Grief and loss
- Peer relationships and social skills
- Self-esteem and confidence
- Anger management
- Behavioral concerns
- Coping with life changes

Services Available

Individual Counseling - One-on-one support to help students build healthy coping skills, improve emotional well-being, and achieve success at school and home.

Family Counseling - Support for families to strengthen communication, improve relationships, and work through challenges together.

Student-Centered Support - Counseling services are provided in a safe, supportive, and confidential environment focused on student success.

How to Get Connected

If you are interested in counseling services for your student, please contact your school's counselor.

ELEMENTARY

CES & PVES - *Vacant*
FHES & JTES - Mrs. Thomas, LCSW
LES & MVES - Ms. Vanderhyde, ACSW
OES - Ms. Nassiri, ACSW & Mr. Long, PPS
ONES - *Vacant*
TPES - Mrs. McIntosh, LPCC
YMES - Ms. Delay, PPS
YVES - Mrs. Soto, ACSW

SECONDARY

TPJHS - Ms. Foreman, LPCC
LCMS - Mrs. Chapman

TPHS - Ms. Howard, ACSW
YVHS – *Vacant*
BRHS – Ms. Moore, LCSW

SCAN ME

Help us prepare to Support your Child

- To ensure your child is prepared to receive service, we ask all families to provide basic insurance information and give consent to share it securely for school-based health & mental health services.
- **There is no cost** to your family and this will never affect your insurance or premiums.
- Completing the form does not obligate your child to receive services-it simply allows us to support them if needed.

Building Stronger Students, Stronger Families, and Stronger Communities
Morongo Wellness

SCHOOL NURSES & HEALTH TECHNICIANS: Our school nurses conduct state required hearing and vision screening of students; maintain all required health records; consult with parents, students, and staff; and communicate special health problems to school personnel. Most schools have a full-time health technician servicing the school site Health Office.

PHYSICAL EXAMINATION: As of July 1, 2024, the Child Health and Disability Prevention (CHDP) program was discontinued and no longer requires school-aged children to have a physical exam before enrolling.

ORAL HEALTH ASSESSMENT: California law, Education Code Section 49452.8, now requires that your child have an oral health assessment by May 31 during either kindergarten or first grade, whichever is his or her first year of public school. The law specifies that the assessment must be performed by a licensed dentist or other licensed or registered dental health professional. Oral health assessments that have happened within the 12 months before your child enters school also meet this requirement. Your child may be excused from this requirement by filling out Section 3 of this form. The district may periodically authorize outside organizations to provide free oral assessments by trained dental health professionals. If you are interested, please contact your child's school for any available information.

SUNSCREEN: Section 35183.5 of the Education Code allows for the use of sunscreen during the school day without a physician's note or prescription. This would include lip balm so long as it has an SPF rating.

TOBACCO FREE SCHOOLS: The Governing Board recognizes the health hazards associated with tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. Employees are encouraged to serve as models for good health practices that are consistent with the district's instructional programs. In accordance with state and federal law, smoking is prohibited in all district facilities and vehicles. District employees and/or visitors shall not smoke on the grounds of any school in the district.
(Board Policy 3513.3)

WELLNESS POLICY:
A District committee developed a wellness policy which supports state and national efforts to curb childhood obesity and diabetes. The policy is also focused on improving children's health and enhancing student learning. Please check with the school before bringing snacks or party foods to your child's class.

Type 1 Diabetes Information

Pursuant to California Education Code Section 49452.6, this type 1 diabetes information is for local educational agencies to provide to parents and guardians of incoming elementary school students beginning January 1, 2023.

DESCRIPTION

Type 1 diabetes usually develops in children and young adults but can occur at any age

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

TYPE 1 DIABETES AFFECTS INSULIN PRODUCTION

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

RISK FACTORS ASSOCIATED WITH TYPE 1 DIABETES

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their health care provider.

RISK FACTORS

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

WARNING SIGNS/SYMPTOMS ASSOCIATED WITH TYPE 1 DIABETES AND DIABETIC KETOACIDOSIS

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

TYPES OF DIABETES SCREENINGS TESTS THAT ARE AVAILABLE

- **Glycated hemoglobin (A1C) test**. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- **Random (non-fasting) blood sugar test**. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- **Fasting blood sugar test**. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- **Oral glucose tolerance test**. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

TYPE 1 DIABETES TREATMENTS

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes.

Contact your student's school nurse, school administrator, or health care provider if you have questions.

REFERENCES

Centers for Disease Control and Prevention
KidsHealth
Mayo Clinic
National Library of Medicine and National Institutes of Health's MedLine

Questions: Office of School-Based Health Programs | OSBHP@cde.ca.gov

Type 2 Diabetes Information

Pursuant to California Education Code Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County. Also see available translations of this information.

DESCRIPTION

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

RISK FACTORS ASSOCIATED WITH TYPE 2 DIABETES

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

RISK FACTORS

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

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

WARNING SIGNS AND SYMPTOMS ASSOCIATED WITH TYPE 2 DIABETES

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

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

TYPE 2 DIABETES PREVENTION METHODS AND TREATMENTS

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

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

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

TYPES OF DIABETES SCREENING TESTS THAT ARE AVAILABLE

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided here is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

References
American Diabetes Association Clinical Journal (Outside Source)
Helping Children with Diabetes Succeed: A Guide for School Personnel (PDF; Outside Source)
KidsHealth (Outside Source)
Mayo Clinic (Outside Source)
National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine
US Centers for Disease Control and Prevention (Outside Source)
Questions: Tom Herman / therman@cde.ca.gov/ (916) 319-0914

Marital, Parental, and Pregnancy Status

The LEA shall apply no rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. (EC Section 221.51(a); 5 CCR Section 4950; 34 CFR Section 106.40(a))

The LEA shall not exclude or deny any pupil from any educational program or activity solely on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. (EC Section 221.51(b); 5 CCR Section 4950(a); 34 CFR Section 106.40(b)(1)).

Pregnant or parenting pupils shall not be excluded from participation in their regular school programs and shall not be required to participate in pregnant-pupil programs or alternative educational programs. (EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(1)).

Pregnant or parenting pupils who voluntarily participate in alternative programs shall be given educational programs, activities, and courses equal to the regular program.
(EC Section 221.51(d); 5 CCR Section 4950(c); 34 CFR Section 106.40(b)(3)).

The LEA treats pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability. (EC Section 221.51(e); 5 CCR Section 4950(d); 34 CFR Section 106.40(b)(4)).

The LEA shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." An LEA may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX. (34 CFR Section 106.21(c)(4))

The LEA shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A school shall be required to provide the reasonable accommodations specified only if there is at least one lactating pupil on the school campus.

(a) Reasonable accommodations under this section include, but are not limited to, all of the following:

i. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.

ii. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.

iii. Access to a power source for a breast pump or any other equipment used to express breast milk.

iv. Access to a place to store expressed breast milk safely.

(b) A lactating pupil shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.

(c) Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements.

(d) A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use.

(EC Sections 222(a) - (e))

Pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. The following accommodations as rights of pregnant and parenting pupils:

(a) A pregnant or parenting pupil is entitled to eight weeks of parental leave, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. If the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, the person holding the right to make educational decisions for the pupil, notify the school of the pupil's intent to exercise this right.

(b) A pregnant or parenting pupil who does not wish to take all or part of the parental leave shall not be required to do so.

(c) A pregnant or parenting pupil is entitled to receive more than eight weeks of parental leave, if deemed medically necessary by the pupil's physician.

(d) When a pupil takes parental leave, the supervisor of attendance shall ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative education program.

(e) During parental leave taken, a local educational agency shall not require a pregnant or parenting pupil to complete academic work or other school requirements.

(f) A pregnant or parenting pupil may return to the school and the course of study in which he or she was enrolled before taking parental leave.

(g) Upon return to school after taking parental leave, a pregnant or parenting pupil is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.

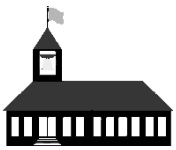
(h) A pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the school in which the pupil was previously enrolled when it is necessary in order for the pupil to be able to complete state and any local graduation requirements, unless the local educational agency makes a finding that the pupil is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

(i) A pupil who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the local educational agency.

(j) A pregnant or parenting pupil who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.

(k) A pupil shall not incur an academic penalty as a result of his or her use of the accommodations.

(i) A complaint of noncompliance with the requirements of this section may be filed with the local educational agency under the Uniform Complaint Procedures



Guidelines for Keeping a Student Home

Symptom of Illness	When should my child stay home and when can they return?
 **Overall, not feeling well**	**STAY HOME IF** any new illness or symptom prevents a child from participating meaningfully in routine activities.
 **Fever**	**STAY HOME IF** a fever is of 100.4°F (38°C) or higher. **RETURN WHEN** fever went away over the night and is gone in the morning without the use of medications such as Tylenol®, Advil®, or Motrin® (acetaminophen or ibuprofen).
 **Vomiting**	**STAY HOME IF** vomiting has occurred 2 or more times in 24 hours. **RETURN WHEN** vomiting has ended overnight, and your child is able to hold down liquids and food. Recommend frequent handwashing.
 **Diarrhea**	**STAY HOME IF** your child's stool is likely to leak from the diaper, or if they are unlikely to make it to the toilet in time (if potty trained). If the stool looks bloody or black, seek medical attention. **RETURN WHEN** improving. Recommend frequent hand washing.

	Symptom of Illness	When should my child stay home and when can they return?
	**Sore throat**	**OK TO ATTEND WITH MILD SYMPTOMS.** Please consider wearing a mask if age 2 years or older. **STAY HOME AND SEEK MEDICAL ATTENTION** for difficulty breathing or swallowing, or continuous drooling. **RETURN WHEN IMPROVING.** If an antibiotic is prescribed, take the first dose at least 12 hours before returning.
	**Cold symptoms, such as cough, stuffy/runny nose, sneeze**	**OK TO ATTEND WITH MILD SYMPTOMS.** Please consider wearing a mask if age 2 years or older. **STAY HOME AND SEEK MEDICAL ATTENTION** for severe symptoms, including a bad cough, difficulty breathing or trouble catching their breath, or wheezing when not controlled by medication (like albuterol). **RETURN WHEN IMPROVING.** If your child will need medication after returning, contact the site to let them know.
	**Ear or eye irritation, including pink eye**	**OK TO ATTEND WITH MILD SYMPTOMS.** Recommend frequent handwashing. **STAY HOME AND SEEK MEDICAL ATTENTION** for difficulty seeing or hearing, an eye injury, or pain they cannot tolerate.
	**Rash**	**OK TO ATTEND WITH MILD SYMPTOMS.** **STAY HOME AND SEEK MEDICAL ATTENTION** if rash is worsening, causing pain, has blisters, or is not healing. **RETURN WHEN IMPROVING** or as guided by health care provider. In general, for conditions such as lice, impetigo, ringworm, scabies, and pinworms, your child may return as soon as they start appropriate treatment.

MORONGO
UNIFIED SCHOOL DISTRICT
5715 Utah Trail, Twentynine Palms, CA 92277
Phone: (760) 367-9191 Fax: (760) 367-7189

Board of Education
Christopher Claire, President
Roberta Meyers
Pete Wood
Bianca Stoker
Missy Bond

District Superintendent
Dr. Patricio I. Vargas

July 13, 2026

Dear Parents and Guardians,

As we prepare for the 2026-2027 school year, we would like to remind all families of the importance of safely storing firearms in the home.

In accordance with California Education Code Section 48986, Morongo Unified School District is required to provide parents and guardians with annual information regarding California's Child Access Prevention (CAP) laws and the safe storage of firearms. These laws are intended to help prevent children and teens from accessing unsecured firearms and to reduce accidental shootings, firearm-related injuries, suicides, and other tragic incidents.

If you own or keep firearms in your home, California law requires that you store them responsibly. Safe firearm storage includes the following practices:

- Store firearms unloaded and secured in a locked gun safe, locked container, or with a California Department of Justice-approved firearm safety device.
- Store ammunition in a separate, secure location whenever possible.
- Keep all keys, lock combinations, and access devices out of the reach of children and unauthorized individuals.
- Never allow children or teens unsupervised access to firearms.

These preventive measures are not only required by law, but they are also an important part of our shared commitment to protecting the safety and well-being of every student, staff member, and family throughout the Morongo Basin.

For additional information regarding California's Child Access Prevention laws and firearm safety requirements, please visit the California Legislative Information website or the California Department of Justice firearm safety resources.

Thank you for your continued partnership in helping maintain safe homes, safe schools, and safe communities.

Sincerely,
Jack Salseda
Director of Risk, Safety & Transportation

STUDENT BEHAVIOR

All students are expected to display good citizenship and behavior while attending school and all school related functions. The Morongo Unified School District provides a non-violent, harassment-free environment for all students. Bullying as defined by Education code 32261 and 48900.4 is not tolerated and will be subject to discipline. (Board Policy 5131.2)

BEHAVIOR CONTRACTS are sometimes written for students after multiple misbehaviors and/or suspensions. This is an attempt to keep the student from an expulsion hearing. Failure to abide by the contract will result in the specified consequences.

DRESS CODE: Students are encouraged to dress appropriately and to avoid clothing and personal adornment that can cause a disruption. Clothing that promotes illegal substances or contains obscene or suggestive language is not allowed. Gang-related clothing is prohibited. Schools may develop additional dress requirements as needed. We strongly recommend that elementary school students leave all earrings at home. Even small stud earrings can cause injury to the wearer while children are engaged in vigorous activity. Sandals and thong shoes are unsafe on school grounds.

DRUGS/ALCOHOL/TOBACCO: Our school district does not tolerate students in possession or under the influence of alcohol, tobacco, vaping, or drugs. See your school's discipline matrix for consequences involving these offenses.

HAZING and BULLYING: Hazing or conspiring to haze another person is forbidden. Serious disciplinary consequences will be given for violations of this state law. E.C. 32051 and 48900 (q) Board Policy 5131.2 describes the Morongo Unified policy enforced at our schools and school activities.

LANGUAGE STANDARDS: Disrespectful, foul, or obscene language will not be tolerated by teachers or other staff members. Many words and expressions which are becoming increasingly common in the media and in the community are not appropriate in schools. Their use may result in disciplinary action.

LASER POINTERS PROHIBITED: Penal Code §417.27 prohibits the possession of a laser pointer by any student on any elementary or secondary campus.

Inappropriate use of Artificial Intelligence (AI): The creation, possession, or distribution of AI-generated or digitally manipulated content falsely portraying a District employee, volunteer, contractor, or student in a manner that is defamatory, sexually suggestive, threatening, harassing, or disruptive to the educational environment is strictly prohibited and may result in suspension, recommendation for expulsion, and referral to law enforcement.

NOTIFICATION TO LAW ENFORCEMENT: School officials are required to report certain infractions to local law enforcement. Students may be issued citations and be required to appear in juvenile court. Law enforcement officials may question or search students at school. School officials attempt to notify parents when students have contact with law enforcement. E.C. 48906

REFERRALS FOR MISBEHAVIOR are written at the school level and are sent home with the student. The school may call parents regarding a referral and may ask that parents come in for a conference. This is an attempt to communicate problems early. Repeated referrals may result in suspension. Teachers may ask parents to attend school with their child.

SAFE SCHOOL ZONE: Vehicles belonging to students parked on adjacent streets are subject to the same search procedures as on campus.

SCHOOL DISCIPLINE: In accordance with California State Law, schools must have a written Discipline Plan which is reviewed yearly. A copy of the plan will be sent home with each student early in September. Parents may be asked to sign a statement that they have read and reviewed the discipline plan with their student(s). Consequences of misbehavior are clearly outlined and may include detention, school service, Saturday school, in-house suspension or suspension from school. The Morongo Unified School District's policy on Suspension and Expulsion is available online at **www.gamutonline.net/district/morongo/** and hard copies are available upon request.

TRADING/SELLING: Students at all grade levels are prohibited from buying, selling or trading items. Toys must be left at home.

SUSPENSION/EXPULSION: Students will be suspended from school for serious infractions of school rules and the Education Code. For certain violations, suspension may be immediate. Generally, suspension is used after other

interventions have failed to bring about appropriate behavior. In considering suspension, a student's previous record may be reviewed. If the student's behavior does not improve, the case will be referred to the Board of Education for a hearing to determine further action, including expulsion. Suspension may not be appealed; however, parents may request a conference regarding any disciplinary action. E.C. 35291. After suspending a student from class, a teacher may require the parent or guardian to attend a portion of the school day in the classroom. E.C.48900.1

Mandatory Recommendation for Expulsion for One Calendar Year

State and Federal legislation and local Board Policy require our school district to expel any student who commits one of the following acts during school hours, while going to or from school, or while at a school activity:

1. Possesses a firearm. (48900b)
2. Brandishes or uses a knife in a threatening manner. (48900b)
3. Sells any controlled substance. (48900c)
4. Commits or attempts to commit sexual assault or commits sexual battery. (48900n)
5. Possesses an explosive or explosive device. (48915a2)

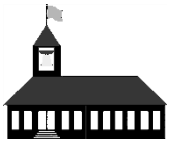
Other Offenses for which a student may be referred to the Board of Education for expulsion decision

In an effort to maintain safe and orderly schools, students may be recommended for expulsion for the following acts unless the principal or superintendent finds, and reports in writing, that expulsion is inappropriate due to particular circumstances.

- Use, possess, or be under the influence of any controlled substance. (48900c)
- Intentionally causes serious injury to another person. (48900a)
- Commits assault or battery upon any school employee. (48900a)
- Offers, arranges for, or negotiates to sell any controlled substance, alcoholic beverage, or intoxicant and then sells, delivers or furnishes a "look alike" substance and represents it as a controlled substance, alcoholic beverage or intoxicant. (48900d)
- Possesses, sells, or furnishes a dangerous object, including knives, toy guns, or other objects that could be perceived as or used as a weapon. (48900b)
- Commits acts of hate violence or repeated harassment and intimidation. (48900.2 .3 .4)
- Issues a terrorist threat, even without the intent to carry it out. (48900.7)
- Commits acts of robbery or extortion. (48900.e)

**Note: numbers following offenses refer to Education Code Sections*

The Governing Board makes the final decision on all expulsion recommendations. Certain infractions must be reported to law enforcement. Law enforcement officials may interview or search students on campus.
Reference: MUSD Board Policy 5144.1 and 5131.7



STUDENT ABSENCES

From Education Code Section 48205

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health. The state board shall update its illness verification regulations, as necessary, to account for including a pupil's absence for the benefit of the pupil's mental or behavioral health within the scope of this paragraph.

(2) Due to quarantine under the direction of a county or city health officer.

(3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

(11) For the purpose of participating in a cultural ceremony or event.

(12) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purposes of this section, the following definitions apply:

(1) "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.

(2) "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

(Amended by Stats. 2021, Ch. 672, Sec. 1.5. (SB 14) Effective October 8, 2021. Operative January 1, 2022, pursuant to Sec. 3 of Stats. 2021, Ch. 672.)

From AR 5113 Absences and Excuses

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (EC 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's

parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When a student has had 10 absences in the school year due to illness, district staff may require physician verification of any further student absences.

Secondary school students who miss 9 days of school due to unexcused absences will receive no credit for the course.

HOMEWORK AND MAKE-UP WORK (Board Policy 6154)

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

Students may use technology to assist with homework and/or makeup work in conducting research, correcting grammar and spelling, and learning from educational applications such as tutoring systems and language learning applications, as specified in Board Policy 5131.9 – Academic Honesty and Board Policy 6163.4 – Student Use of Technology.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall 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 the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives and inspire students' interests.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines shall also be included in student and/or parent/guardian handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. Students may also work with other students and uses approved outside resources as directed by the teacher.

To further support students' homework efforts, the Superintendent or designee may establish and maintain electronic forums, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

If a student repeatedly fails to complete homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

Makeup Work

Students who are absent from school shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

The 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. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

Suspended Students

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 shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension

or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)

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. (Education Code 48913)

Policy revised 4/16/2024

School Bus Transportation

SCHOOL BUS INFORMATION AND SAFETY PLAN

Morongo Unified School District provides limited transportation privileges for pupils; parents or guardians are not allowed to ride the bus without special permission from the school Principal, and only in limited special circumstances. Bus stops are spaced throughout the district between 2 and 5 miles in most cases. Please review safe walking guidelines with your student. Wearing hoodies or headwear which blocks peripheral vision or headphones/earbuds which block hearing may put children in danger while walking. Riding the school bus is a privilege and can be revoked for failure to follow the bus rules on the following pages.

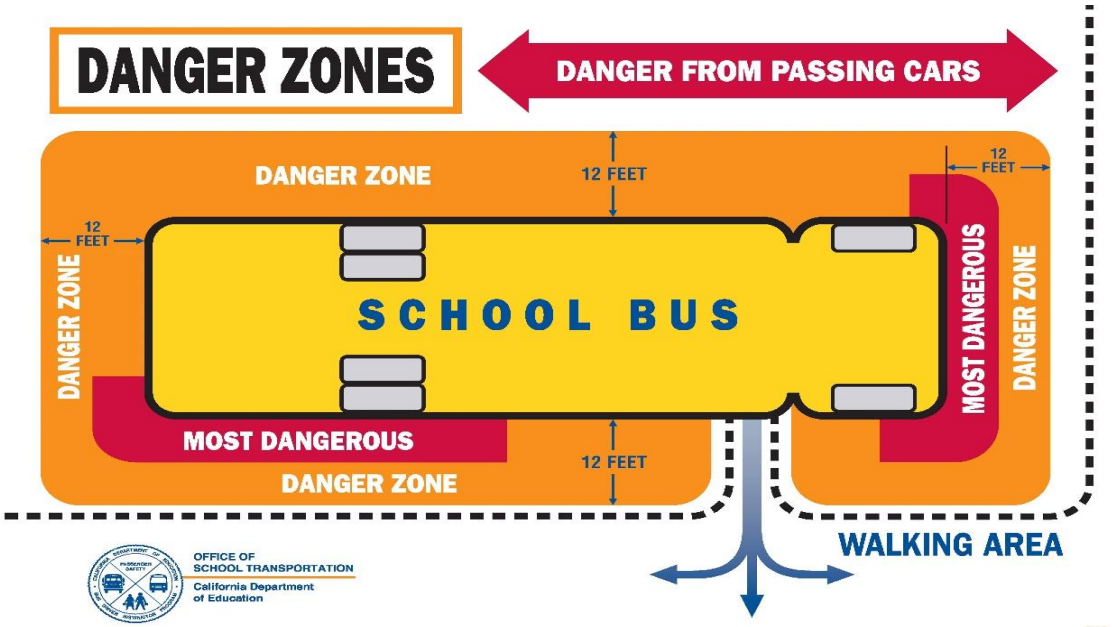
Each school site will have a complete list of bus routes and stops for their school. Parents should review the bus schedule with their children and indicate which stop is to be used as assigned by the school. Each school will have a computer record of the students' bus stops. For students in grades 1-6, notes **MUST** be sent to the school if parents wish to change their child's bus or bus stop. Students in grades 1-6, going home with other students, must have notes from all involved parents/guardians. Prior to the afternoon departures, the loading area school staff will assist in loading the children to make sure they are on the correct bus.

Kindergarten students must have parents/guardians or designees meet them at their assigned stop. Each kindergarten student will be required to have on file in the transportation office or bus contractor, along with the school, a form which contains:

1. student name
2. bus stop
3. school of attendance
4. parent/guardian signature
5. date
6. permission for students to walk alone and/or walk without supervision.

Although school buses are the safest form of highway transportation in the United States, there are specific steps that you and your children can take to improve their safety. The following material will provide you with the information you need to help your children learn the rules.

Observe and discuss with your child the school bus "Danger Zones"



The danger zone is the space all around the school bus. It goes out 10 feet. The school bus driver cannot see the children in this zone, especially around the wheels. It is very dangerous to be in this area

Here are some important rules for your child that must be followed for "danger zone" avoidance.

1. Do not cross between two or more parked buses.
2. Never try to get anything that is dropped around the bus. **Tell the driver or a teacher**.
3. Tell the bus driver if you have to cross the street after being dropped off. California has special laws concerning this issue.

Help your child schedule appropriate time to get to his/her bus stop. Encourage him/her to:

1. Plan to leave home at the same time every day and get to the bus stop with five minutes to spare without hurrying. When your child rushes to catch the bus, he/she may be careless when crossing the street or approaching the bus.
2. Wait for the school bus in a safe place. Playing around the bus stop is not safe.
3. If any streets must be crossed between home and the bus stop, remember to stop, listen, look left, right, and left again before crossing.
4. Go directly to the bus stop. Highway 62 and State Route 247 (Old Woman Springs Road) must **NEVER** be crossed. Stops exist on both sides of these busy roads. Any student seen crossing over these roads will be subject to disciplinary action.
5. Form lines facing the direction from which the bus will approach.
6. Wait back at least 12 feet from the edge of the roadway until the bus has come to a complete stop and the front door has opened.
7. Get on the bus in single file . Do not push or shove.
8. Our drivers are properly trained and buses are properly equipped to deal with late arriving students.

Help your child understand and follow these rules when disembarking from the bus:

1. Stay seated until the bus comes to a complete stop. The driver will tell you when you may leave or escort the group from the bus.
2. Let the closest to the front off first.
3. Always use the handrail going up and down the steps.
4. Watch your step. Don't jump off the bus.
5. Move away from the bus door quickly.
6. Stay clear of the wheels.
0. **Don't go after anything that rolls or falls under or in front of the bus. Tell the driver about it.**
1. Never reach back into the bus through the windows.
2. Observe safety procedures and be alert for traffic after leaving the bus.
3. Go directly home. Do not talk to strangers and do not accept rides from strangers.

Stress the importance of following these rules while the bus is moving:

1. California law requires each pupil to **remain seated** while the bus is in motion.
2. Students must take their seat, **face forward** and remain seated at all times on the bus.
0. **Be courteous** to your school bus driver and fellow passengers.
1. Direct your child to **respect and follow the directions** of the bus driver. It is for their safety. Drivers need to give as much attention as possible to the task of driving. A discipline problem could distract them.
2. Sit only in regular seats and keep hands and arms inside the bus at all times.
3. Do not make, or cause to be made, unnecessary noise such as loud talking, screaming, stomping of feet, loud singing or any other noise which would distract the driver.
4. No fighting or scuffling while on the bus.
5. Do not throw any article in or out of the bus
6. No eating or drinking on buses
7. No deliberate or unnecessary littering of the bus with paper, gum or other trash
8. No animals or reptiles on the bus (except seeing-eye dogs)

If your student's bus stop necessitates a red light escort and/or crossing, the following procedures are to be followed:

1. The driver must do several preliminary procedures prior to the student exiting the bus.
2. The students will line up to exit the bus.
3. The driver is to ask students if they need to be crossed.

4. The driver, when ready to disembark the bus, will be the first to exit.
5. Disembarking student(s) who do not need to cross the roadway will move quickly away from the bus after exiting.
6. Student(s) who need to cross the roadway will wait in front and to the right of the bus where they can see the driver and the driver can see them.
7. Students are not to cross the roadway until the driver gives them a verbal command to do so.
8. When safe to cross, the student will walk, not run, completely across the street/roadway and continue moving away from the street/roadway.
9. If the students are currently in grades 1 through grades 8, they are to be escorted by the driver across the street/roadway. Grades 9-12 may cross at the instruction of the driver.
10. If the student has forgotten anything on the bus or dropped something in the roadway, they are to tell the driver.
11. Students are not to run back into the roadway once they have crossed the roadway.

****** Parents must not park across the street from the bus stop as routes are designed to assure optimal student safety. Please do not compromise our intent by making students cross over any roads or highways.
Some roadways have been deemed unsafe to cross in our district. Your bus driver will communicate with your students if they are not allowed to cross certain roads. Students who disregard these instructions may be subject to the school bus discipline procedures.
****** Drivers will report in the form of a district approved incident report whenever a parent compromises the safety of a student by parking on the opposite side of a road or highway necessitating a student crossover.

EMERGENCY SITUATIONS
A school bus is actually safer to ride in than a family car, but accidents can still happen. If there is an accident, instruct your child to:

1. Stop talking.
2. Stay calm.
3. Not touch emergency equipment unless told to do so.
4. Wait for the driver's instructions. In most cases, your child will be told to stay in his/her seat until help arrives.

Evacuation procedures will be practiced at each school site through the 8th grade once per school year. Evacuation orientation will be given at grade levels 9-12 once per school year.
Evacuation orientation will be given to all passengers prior to departure of every field trip. The driver may tell your child to evacuate if:

1. There is a fire (or the danger of one)
2. The bus is in an unsafe position

If evacuation is ordered, remind your child to:

1. Avoid crowding the aisles
2. Keep moving toward an exit – don't stop to watch what friends are doing
3. Wrap any loose clothing around him so that it won't get caught on the door hinges or other parts of the bus
4. Keep hands free. Leave belongings behind
5. Duck head and bend knees if she or he has to jump from the exit.
6. A few older students could help younger ones get down to the ground; everyone else should move well away from the exit to give them room

STUDENTS' RESPONSIBILITY
Riding the school bus is a privilege. This privilege can be, and will be, revoked when serious misconduct occurs or when minor infractions occur repeatedly. Refusal of the District to provide transportation under these conditions does not excuse parents from their responsibility of having their children in school.

Students may receive disciplinary consequences that can include bus or school suspension. Discipline can be administered for any student who violates the provisions of the Education Code on the bus, on the way to or from school or at the bus stop.

Title 5 Cal. Section 14203 of the State law reads:
Pupils transported in a school bus shall be under the authority of, and responsible to, the driver of the bus. The driver is responsible for the orderly conduct of the pupils when they are on the bus or being escorted across a street, highway or

road. Continued misconduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation in accordance with the regulations of the governing Board of Education.

RULES OF CONDUCT

Students will be picked up and let off only at designated stops, and must ride the assigned bus. In order to assure orderly and safe transportation of all passengers on a school bus, the following guidelines/rules have been established:

1. Be respectful and courteous to the bus driver in conduct and language.
2. Remain seated at all times.
3. Sit only in regular seats and keep hands and arms inside the bus at all times.
4. Do not make, or cause to be made, unnecessary noise such as loud talking, screaming, stomping of feet, loud singing or any other noise which would distract the driver.
5. No fighting or scuffling while on the bus.
6. Do not throw any article in or out of the bus
7. No eating or drinking on buses
8. No littering of the bus with paper, gum or other trash
9. No animals or reptiles on the bus (except seeing-eye dogs)
10. Students will not be permitted to bring such items as skateboards, radios, jam boxes, balloons, or glass objects onto the bus. Any other object deemed to be unsafe cargo on the bus will be denied. The driver will have authority to deny transportation to a student with such articles in his/her possession. The driver and/or school district bear no responsibility for lost, stolen or damaged items brought on the bus.

Video Cameras: To promote a safe environment on the buses for all students, we will be using video cameras on a rotating basis on most of our regular buses. There is a possibility that your student may be filmed while being transported. Video tapes will be used strictly by MUSD personnel in order to maintain appropriate discipline and a safe environment on our buses.

Notice of Unsatisfactory Conduct

When infractions occur, the driver will submit a school bus referral to the District Office of Transportation and the home school of the student involved. It shall include: student's name, date of occurrence, nature of misconduct, bus and route number, driver's signature. If you have questions regarding school bus referrals, please contact the school principal.

Parent Contact Information

When your child has any problems on a bus, first contact your child's principal. If the issue is not resolved by the school or if you have questions regarding bus routing, etc., contact the Director of Transportation at (760)367-9191, ext. 4238.

COMPREHENSIVE INFORMATION AND NOTICES
PARENTAL RIGHTS AND PROCEDURAL SAFEGUARDS FOR SPECIAL EDUCATION
(Complete, Short Version)

DEFINITIONS

"Consent" means that the parent has been fully informed of all information relevant to the activity for which consent is sought, in the primary/native language, or other mode of communication of the parent. The parent understands and agrees in writing to the carrying out of the activity for which the consent is sought, and the consent describes that activity including lists of the records (if any) that will be released to and whom. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. However, if a parent revokes consent, the revocation is not retroactive and does not negate an action that occurred after the consent was given and before the consent was revoked.

"Personally identifiable" means information that includes the name of the child, the child's parent or other family members, address of the child, a personal identifier such as the child's student identification number, or a list of personal characteristics, or other information that could make it possible to identify the child with reasonable certainty.

"Evaluation" (also called assessment) means procedures used to determine whether a child has a disability and/or need for special education and related services.

"Independent educational evaluation" means an evaluation (assessment) conducted by a qualified examiner who is not employed by the local education agency (LEA) responsible for the education of the child in question.

"Public expense" means that the LEA either pays for the full cost of the evaluation or ensures that it is otherwise provided at no cost to the parent.

ASSESSMENT, INDIVIDUALIZED EDUCATION PROGRAM, PARENT CONSENT

LEAs [school districts] and other public education agencies (PEAs) have an obligation to seek out children with disabilities between birth and age twenty-two (22).

Parents have a right to consent for initial evaluation. However, parental consent is not required before reviewing existing data or administering a test used with all children unless consent is required of all parents.

The school district can file for due process hearing to override the parent's refusal to consent for initial evaluation. Copies of reports and documentation of eligibility are given to the parents.

A review of evaluation data includes: conducted assessment results, teacher observations, student work samples, and information received from parents.

Re-evaluations require informed parental consent unless the agency can demonstrate the parent failed to respond to its attempts to obtain consent.

A school district must conduct an evaluation before determining the child is no longer eligible unless the child is graduating with a regular high school diploma or exceeds the age eligibility for free appropriate public education (FAPE) under state law.

A school district must regularly inform parents of their child's progress, at least as often as parents of non- disabled children. Please see page 13 for additional information on grade/progress reports.

A parent is a member of the IEP team.

At the parent's or school district's discretion, other individuals who have knowledge or special expertise regarding the child may attend IEP meetings.

An Individualized Family Service Plan (IFSP) for a child from birth to age 3 is developed by collaboration between the parent and the LEA.

The IEP Team must consider the concerns of the parents for enhancing the education of their child.

The parent has a right to be a member of any group that makes decisions regarding the educational placement of their child.

There must be an opportunity for parents to examine all records; participate in all meetings with respect to identification, evaluation and placement; and to obtain independent educational evaluation.

The parent has a right to an independent evaluation (IEE) at public expense if the parent disagrees with an evaluation report completed by the school district, subject to the school district's right to initiate a due process hearing as to the appropriateness of its evaluation. The independent evaluation may be used as evidence at a due process hearing.

After a parent request for an independent educational evaluation, the District must provide information about LEA criteria applicable for independent educational evaluations, and the process to obtain an IEE.

A child with a disability has a right to participate in a free appropriate public education (FAPE).

Children with disabilities are offered programs that provide for maximum interaction with their typically developing peers in the least restrictive environment that is appropriate to their needs.

Testing and evaluation materials and procedures for evaluation and placement will be selected and administered so as to not be racially, culturally, or sexually discriminatory; administered in the child's native language or mode of communication unless clearly not feasible; no single procedure will be the sole criterion for determining placement.

Parents will be provided with a description of any evaluation procedures the agency proposes to use.

Parents have the right to an offer of services in accordance with an IEP within sixty (60) days of receipt of parent consent to the initial evaluation unless parent agrees, in writing, to an extension, or as otherwise provided by statute.
The parent has a right to an interpreter provided by the agency.

If the parent's native language is not written, the notice must be translated orally or by other means; the parent should understand the content; and written evidence exists that these requirements are met.

When a child no longer requires Special Education services to benefit from education, an assessment and IEP Team meeting will be conducted prior to discontinuing Special Education services.

SURROGATE PARENTS, PRIOR WRITTEN NOTICE, COMPLAINTS

School districts must ensure that an individual is assigned to act as a surrogate if the child's parent cannot be identified and/or the LEA cannot determine the whereabouts of a parent. A surrogate may also be appointed if a child is an unaccompanied homeless youth, an adjudicated dependent, or ward of the court.

A school district must give prior written notice whenever it proposes to initiate or change; or refuses to initiate or change identification, evaluation, placement, or provision of a free appropriate public education.

The content of the prior written notice must include a description the action proposed/refused, why options were considered, why options were rejected, a description of each evaluation/test/record/report used to support the agency's proposal/refusal, and a description of other relevant factors.

The parent must have an opportunity to present complaints or seek resolution of disputes on any matters regarding examination of records, participating in meetings with respect to identification, evaluation, and placement of their child, and obtaining an independent educational evaluation.
The parent or attorney is required to provide notice to the agency of the dispute to include: name of child, address of child's residence, name of school child attends, description of the problem, including the facts related thereto, and proposed resolutions to the problem to the extent known and available to the parent at that time.

Notice is to be given to the child's parent/guardian at a minimum, upon initial referral or evaluation; upon notification of an IEP Team meeting; upon re-evaluation; and upon receipt of a request for due process. **The parent has protections under procedural safeguards listed in this document and may obtain an expanded version of the procedural safeguards by calling the Morongo Unified School District SPECIAL EDUCATION LOCAL PLAN AREA (SELPA) Director at 760-367-9191, ext. 4230.** The parent may also obtain further explanation from the SELPA Director.

Procedural safeguards include a full explanation written in parent's primary/native language, unless clearly not feasible, and in an easily understandable manner.

No child is required to participate in Special Education and related services unless the parent is first informed in writing of the facts making participation necessary or desirable; and of the contents of the Individualized Education Program; and gives written approval for all or part of the IEP.

MEDIATION

The parent has a right to request mediation either before or after a request for a Due Process Hearing is made.

The mediation process is voluntary; may not be used to delay a parent's right to a hearing or other rights; and will be conducted by a qualified, impartial, and trained mediator.

Each mediation session is to be scheduled in a timely manner and held in a location convenient to the parties. Any agreement reached in mediation must be documented in a written mediation agreement.

Discussions in mediation must be confidential, cannot be used in any subsequent hearings or civil proceedings, and parties may be required to sign a confidentiality pledge prior to the start of the process.

DUE PROCESS HEARING, ATTORNEY FEES, UNILATERAL PLACEMENTS

The parent and LEA have a right to a fair and impartial hearing at the state level before a person knowledgeable in laws governing education and administrative hearings, who is not an employee of the state or local education agency responsible for the education or care of the child.

The parent has a right to a Due Process Hearing based on matters regarding the identification, assessment, and placement of their child or for the provision of FAPE. The request for a Due Process Hearing must be filed within two years from the date the parent knew or should have known about the alleged action that forms the basis of the Due Process complaint.

Any party has a right to be accompanied and advised at a due process hearing by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.

The school district must inform the parent of free or reduced cost legal aid upon receipt of request for a hearing.

The parent and the school district have the right to be informed by other parties to the hearing, at least ten (10) days prior to hearing, as to the issues, and that the other side will be represented by an attorney.

Each party is required to disclose all evaluations and recommendations at least five (5) business days prior to a hearing.

Any party has a right to request that the hearing officer prohibit the introduction of any evidence not disclosed to that party at least five (5) days prior to the hearing.

Any party has a right to request a mediation conference at any point during the hearing process.

Any party has a right to present evidence, written arguments, and oral arguments at the hearing.

Any party has a right to confront, cross-examine, and compel the attendance of witnesses at the hearing and to receive a copy of a list of witnesses and their general area of testimony within five business days before a hearing.

Any party has a right to a written or an electronic verbatim recording of the hearing.

Any party has a right to a written or electronic finding of facts and decision prepared by the hearing officer who presided at the hearing.

Any party has a right to request an extension of the hearing timeline upon showing of good cause.
A final decision should be reached and a copy of the decision be mailed to parents and the LEA within forty-five (45) days after receipt of request for hearing.

The hearing decision is final except that either party may appeal the decision by bringing a civil action in any state or federal court of competent jurisdiction within ninety (90) days to the decision.

The parent has a right to have the child present at the hearing. The parent has a right to open the hearing to the public.

To obtain more information or to file for Mediation or a Due Process Hearing, contact: **Office of Administrative Hearings, Attention: Special Education Division, 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833-4231, (916) 263-0880, FAX (916) 263-0890.**

A court of law may award reasonable attorney fees to the parent who is the prevailing party. Reasonable attorney fees may also be made following the conclusion of the administrative hearing with the agreement of the parties.

No attorney fees may be awarded and related costs may not be reimbursed subsequent to the LEA's submission of a written offer of settlement to a parent if: the offer is made more than ten (10) days prior to start of the proceedings; the offer is not accepted within ten (10) days; and the court or hearing officer finds that the relief obtained by parents is not more favorable than the settlement offer.

Reasonable attorney fees and related costs may be awarded to parents who prevail and are substantially justified in rejecting a settlement offer.

Attorney fees will be reduced if the court finds that the parent unreasonably delayed the final resolution of the due process action; if amount of attorney's fees otherwise authorized to be awarded unreasonably exceeds the prevailing hourly rate in the community for similar service by attorneys of reasonably comparable skills, reputation and experience; the time spent by the parent's attorney and legal services provided were excessive considering the nature of the action; and the parent's attorney did not provide the school district with the appropriate information in the due process request notice.

Attorney fees will not be reduced if the State or local educational agency unreasonably delayed the resolution of the matter, or violated due process procedures.

No attorney fees may be awarded related to any meeting of the IEP Team unless convened as a result of a proceeding or a judicial action. At the State's discretion, attorneys' fees may not be awarded for mediation prior to filing of a due process complaint related to their child.

Pending administrative or judicial proceedings, the child remains in his/her then current placement unless parties agree otherwise.

If placement involves the initial admission to a public school, and the parent agrees, the child is placed in a public school program until proceedings are completed.

Reimbursement for the cost of private school placement by the parent may be provided if a court or hearing officer finds the school district failed to provide a free appropriate public education in a timely manner prior to that enrollment.

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll you child in a private school at public expense. Your notice to the school district must be given either: at the most recent IEP team meeting you attended before removing your child from the public school or, in writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school.

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons: the school prevented you from providing the notice, you had not received a copy of the Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district, providing notice would likely have resulted in physical harm to your child, illiteracy or inability to write in English prevented you from providing notice, or providing notice would likely have resulted in serious emotional harm to your child.

SCHOOL DISCIPLINE AND ALTERNATIVE INTERIM EDUCATIONAL SETTINGS

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to: an appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct.

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time as nondisabled peers subject to discipline, not more than forty-five days if: (1) child carries a weapon to school/functions; or (2) child knowingly possesses, uses, sells or solicits the sale of illegal drugs or controlled substances at

school/functions; or (3) has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of the State or LEA (MUSD SELPA).

After a child with a disability has been removed from his or her current placement for 10 school days in the same year, during any subsequent days of removal the school district must provide services to enable the child to continue to participate in curriculum and progress towards IEP goals. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications.

A hearing officer may order a change in child's placement to an appropriate interim alternative educational setting for up to forty-five (45) days if the hearing officer: (1) finds that the district has demonstrated by substantial evidence that maintaining the student in the current placement is likely to result in injury; (2) considers the appropriateness of the current placement; (3) considers whether the district made reasonable attempts to minimize harm in the current placement, including use of supplementary aids and services; and (4) determines that the alternative meets the requirements of an appropriate interim setting.

An interim alternative educational setting is determined by the IEP Team as defined by law.

Parents must be notified prior to an IEP Team meeting of their right to participate in that IEP Team meeting held to consider initiation of expulsion proceedings.

Parents must be notified of a suspension of more than ten (10) school days or a referral to an alternative education setting, not later than the date on which the decision to take the action is made. Parents must be notified of all procedural safeguards, including the right to request a hearing to challenge the placement determination or the results of the manifestation determination, not later than the date on which the decision to take the action is made.

Immediately, if possible, but not later than ten (10) school days after the date of the decision to take disciplinary action, a review must be conducted by an IEP Team of the relationship between the student's disability and the behavior subject to disciplinary action.

The IEP Team may determine the behavior is not a manifestation of the disability only if the team considers all relevant information, including evaluation and diagnostic results; observations of the child; and the child's IEP and placement.

The IEP Team must determine whether, in relation to the child's behavior, his/her IEP and placement were appropriate and the Special Education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement; the child's disability did not impair his/her ability to understand the impact and consequences of the behavior subject to disciplinary action; and the child's disability did not impair his/her ability to control the behavior.

If the IEP Team determines that the child's behavior is not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. The school district must continue to provide a free and appropriate public education.

The school district must ensure that the Special Education and disciplinary records of the child are transmitted for consideration by the person(s) making the final determination regarding the disciplinary action.

The parent has a right to request an expedited hearing if the parent disagrees with manifestation determination, which must occur within twenty (20) school days of the date on which the hearing was requested. The State must arrange for an expedited hearing. The student remains in the alternative educational setting for forty-five (45) calendar days until a decision is issued by the hearing officer or the forty-five (45) days expires, whichever occurs first, unless the District and the parent agree otherwise.

A child who has not been determined to be eligible for Special Education and related services under the IDEA is entitled to the same protections as Special Education students prior to disciplinary action if the LEA had knowledge that the child was a child with a disability before the occurrence of the behavior that precipitated the disciplinary action.

The LEA is deemed to have knowledge if the parent expressed concerns in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to the school district that the child needs Special Education; the behavior or performance of the child demonstrates the need for services; the parent requested an evaluation or the teacher or other school district personnel expressed concern about the child's behavior or performance to the Special Education director or other personnel of the school district.

If the school district does not have knowledge that the child is a child with a disability or has determined that the child is not eligible, the child may be subject to regular disciplinary procedures.

If the parent's request for an evaluation is made during the time period that the child is subjected to disciplinary actions or a hearing officer review, the evaluation must be conducted in an expedited manner. If the child is determined to be eligible, the school district must provide Special Education and related service in accordance with the law. Pending the results of the evaluation, the child remains in the educational placement determined by the school authorities.

The school district may report any crime committed by a child with a disability to the appropriate authorities and may also transmit copies of Special Education and disciplinary records to such authorities to the extent allowed by federal law.

When a child with a disability reaches the age of eighteen (18) (unless determined to be incompetent), the school district must provide the required notices to both the child and his/her parent that all parental rights transfer to the child. The school district must notify the child and his/her parent at least one (1) year before your child turns age eighteen 18) of the parental rights/procedural safeguards under the IDEA, if any, that will transfer to your child/ward when he/she turns age 18. All rights transfer to children incarcerated in adult or juvenile federal, state, or local correctional institutions.

If a child with a disability has reached age eighteen (18) and has not been determined to be incompetent, but is determined not to have the ability to provide informed consent, the school district shall follow State procedures for appointing an appropriate individual to represent the education interests of the child.

RECORDS

The parent has the right to receive notice in their native language on policies, procedures, and rights related to record keeping, including the Family Educational Rights and Privacy Act of 1974 (FERPA).

Upon request, the parent has a right to a list of the types and locations of education records collected, maintained or used by the agency.

A parent has a right to review his/her child's pupil records within five (5) business days of the LEA's receipt of his/ her written request, and the right to free or reduced cost of copies of the records if costs prevent the parent from receiving such copies.

A parent has a right to challenge the content of any of his/her child's pupil record upon the submission of a written request to the superintendent if you believe they are inaccurate, misleading or violate your child's rights. The LEA has 30 days to decide whether to amend your child's record. Should the LEA refuse to amend or remove a record you may appeal within thirty (30) days of the LEA's decision. The LEA's governing body must meet on the appeal within thirty (30) days. If your allegations are sustained, your child's records will be corrected or removed and the information destroyed. If the allegations are sustained, the school district will correct or remove and destroy the information.

The LEA will decide whether to amend the pupil records. You may appeal within thirty (30) days of the LEA's refusal to amend or remove a record.

The parent has a right to submit a written statement of an objection to an unfavorable decision which becomes part of a child's pupil record.

Records of proceedings are maintained confidentially for one (1) year unless the parent initiates legal proceedings.

The parent has a right to electronically record IEP meetings on an audio tape player with twenty-four (24) hour notice to team members.

The agency must obtain consent before personally identifiable information is disclosed, used, or released to other agencies except where authorized by federal/state law or regulation. When a parent requests a meeting of the IEP Team to view the IEP, the meeting will be held within thirty (30) days from the date of receipt of the parent's written request. An IEP must be developed within sixty (60) days of the consent for assessment, unless the parent agrees in writing to an extension or as otherwise provided by law. The person who conducted the assessment or who is knowledgeable about assessment procedures and the results of the assessment given to the child for the purpose of developing, reviewing, or revising the IEP must be present at the meeting. When the IEP has been completed, it is implemented as soon as possible following the IEP Team meeting. A copy of the IEP is provided to the parents at no cost, and if necessary, a copy of the IEP will be provided in the primary language of the parent(s) at the request of the parents. An individualized family service plan (IFSP) for a child aged three through five may serve as the IEP after a full explanation of the difference is provided and written parent consent is obtained. The IEP Team must consider the concerns of the parents for enhancing the education of their child.

The Morongo Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Ms. Stacy Smalling, Assistant Superintendent of Human Resources, 5715 Utah Trail, Twentynine Palms, CA 92277, (760) 367-9191 EXT. 4226 Title IX Coordinator Ms. Stacy Smalling, Assistant Superintendent of Human Resources, 5715 Utah Trail, Twentynine Palms, CA 92277, (760) 367-9191 EXT. 4226, Stacy.Smalling@morongo.k12.ca.us and Section 504 Coordinator: Heidi Burgett, Director of Special Education, 5715 Utah Trail, Twentynine Palms, CA 92277, (760) 367-9191 EXT. 4230.

NOTICE OF NONDISCRIMINATION

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, color, religion, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

The Morongo Unified School District does not discriminate on the basis of race (including racial harassment), color, national origin, gender, or sexual orientation (including sexual harassment), disability, or age in any of its policies, procedures or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color or national origin), Title IX of the Education Amendments of 1972 (pertaining to sex), Section 504 of the Rehabilitation Act of 1975 and the Americans With Disabilities Act of 1975 (pertaining to disabilities), and the Age Discrimination Act of 1975 (pertaining to age). This non-discrimination policy covers admission and access to, and treatment and employment in, the District's programs and activities, including vocational education.

Inquiries regarding the equal opportunity policies, the filing of grievances and requests for a copy of the complaint procedure covering discrimination complaints may be directed to the following persons. These employees are also available to provide information regarding the provisions of Federal civil rights laws applicable to the District's programs and activities.

Section 504/ADA Coordinator: **SELPA Director** **Special Education Local Plan Area** **P.O. Box 1209** **Twentynine Palms, CA 92277** **760-367-9191 / 365-3394 Ext. 4230**		**Title VI & IX Coordinator:** **Compliance Coordinator** **P.O. Box 1209** **Twentynine Palms CA 92277** **760-367-9191 Ext. 4360**

The Morongo Unified School District recognizes its obligation to provide overall program accessibility throughout the District for persons with disabilities. Contact the Section 504/ADA Coordinator to obtain information about the existence and location of services, activities, and facilities that are readily accessible to and usable by persons with disabilities.

Inquiries regarding federal laws and regulations concerning nondiscrimination in education or the District's compliance with those provisions may also be directed to:

Office for Civil Rights
U.S. Department of Education
50 Beale St., Suite 7200
San Francisco, CA 94102

The lack of English language skills will not be a barrier to admission or participation in the District's programs.
Legal References: Government Code, Section 11346.8; Title 5, Chapter 5.3, Section 4900-4963



UCP Annual Notice for 2025-2026
Morongo Unified School District

For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties

The Morongo Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis or a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in*:*

Adult Education
After School Education and Safety
Bilingual Education
California Peer Assistance and Review Programs for Teachers
Career Technical and Technical Education and Career Technical and Technical Training
Career Technical Education
Child Care and Development
Child Nutrition
Compensatory Education
Consolidated Categorical Aid
Course Periods without Educational Content
Economic Impact Aid
Education of Pupils in Foster Care and Pupils who are Homeless
Every Student Succeeds Act / No Child Left Behind
Local Control Accountability Plans (including Charter Schools as described in *EC* §§ 47606.5 and 47607.3);
Physical Education Instructional Minutes
Pupil Fees
Reasonable Accommodations to a Lactating Pupil
Regional Occupational Centers and Programs
School Safety Plans
Special Education
State Preschool
Tobacco-Use Prevention Education

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

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 shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of foster and homeless youth, as specified in Education Code Sections 48853, 48853.5, 48853. 5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Complaints other than issues relating to pupil fees must be filed in writing with the following:

District Compliance Coordinator
PO Box 1209, Twentynine Palms CA 92277
Telephone: 760-367-9191

A pupil fees complaint is filed with the principal of a school.

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal our Decision of complaints regarding specific programs, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

The complainant is advised of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

A copy of our UCP compliant policies and procedures is available free of charge.

Complaints against Schools and School Personnel
Whenever possible, the Board encourages complainants to resolve problems early, at the lowest level possible, and on an informal basis. If a problem remains unresolved at the informal level, the individual should submit a formal written complaint as early as possible in accordance with Administrative Regulation 1312.1. Forms may be obtained from the Superintendent's Office.

ATTENTION PARENTS AND GUARDIANS (**Williams Settlement - State of California Notice)**

IMPORTANT INFORMATION ABOUT INSTRUCTIONAL MATERIALS AND SCHOOL FACILITIES
State Law requires the following:

1. There should be sufficient textbooks and instructional materials. Each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home to complete required homework assignments.
2. School facilities must be clean, safe and maintained in good repair.

If you do not think these requirements are being met, you can obtain a Uniform Complaint Form at the following locations:

The Superintendent's Office, 5715 Utah Trail, Twentynine Palms. 760-367-919, ext. 4221.
Education Code Section 35186(f)

The Family Educational Rights and Privacy Act (FERPA)
Schools must generally afford parents:
-access to their children's education records
-an opportunity to seek to have the records amended
-some control over the disclosure of information from the records.

Parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise. When a student turns 18 years of age or attends a

postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records.

Access to Education Records

Schools are required by FERPA to:

- provide a parent with an opportunity to inspect and review his or her child's education records within 45 days of the receipt of a request
- provide a parent with copies of education records or otherwise make the records available to the parent if the parent, for instance, lives outside of commuting distance of the school

Schools are not required by FERPA to:

- Create or maintain education records;
- Provide parents with calendars, notices, or other information which does not generally contain information directly related to the student;
- Respond to questions about the student.

Amendment of Education Records

Under FERPA, a school must:

- Consider a request from a parent to amend inaccurate or misleading information in the child's education records;
- Offer the parent a hearing on the matter if it decides not to amend the records in accordance with the request;
- Offer the parent a right to place a statement to be kept and disclosed with the record if as a result of the hearing the school still decides not to amend the record.

A school is not required to consider requests for amendment under FERPA that:

- Seek to change a grade or disciplinary decision;
- Seek to change the opinions or reflections of a school official or other person reflected in an education record;
- Seek to change a determination with respect to a child's status under special education programs.

Disclosure of Education Records:

A school must:

- Have a parent's consent prior to the disclosure of education records;
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

A school MAY disclose education records without consent when:

- The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the school district's annual notification of rights to parents;
- The student is seeking or intending to enroll in another school;
- The disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs;
- The disclosure is pursuant to a lawfully issued court order or subpoena; and
- The information disclosed has been appropriately designated as directory information by the school.

Annual Notification

A school must annually notify parents of students in attendance that they must allow parents to:

- Inspect and review their children's education records;
- Seek amendment of inaccurate or misleading information in their children's education records;
- Consent to most disclosures of personally identifiable information from education records.

The annual notice must also include:

- Information for a parent to file a complaint of an alleged violation with the FPCO;
- A description of who is considered to be a school official and what is considered to be a legitimate educational interest so that information may be shared with that person;
- Information about who to contact to seek access or amendment of education records.

Means of notification:

- Can include local or student newspaper; calendar; student programs guide; rules handbook, or other means reasonable likely to inform parents;
- Notification does not have to be made individually to parents.

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Complaints of Alleged Violations:
Complaints must:

- Be timely submitted, not later than 180 days from the date you learned of the circumstances of the alleged violation
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
  - Relevant dates, such as the date of a request or a disclosure and the date the parent learned of the alleged violation;
  - Names and titles of those school officials and other third parties involved;
  - specific description of the education record around which the alleged violation occurred;
  - A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the parent and the school regarding the matter;
  - The name and address of the school, school district, and superintendent of the district;
  - Any additional evidence that would be helpful in the consideration of the complaint.

The Protection of Pupil Rights Amendment (PPRA)

Morongo Unified School District seeks to ensure that instructional materials are available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate.

Written parental consent will be requested before minor students are required to participate in any Federal Education Department funded survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Directory Information Policy

➤ If the Morongo Unified School District decides to release directory information, the Morongo Unified School District shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of the Morongo Unified School District directory information policy that includes:

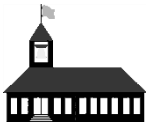
✓ The categories of information that the Morongo Unified School District has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).

✓ A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the [local educational agency] receives consent as required under state law).

✓ The recipients of the directory information.

✓ A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.

✓ The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.



MORONGO
UNIFIED SCHOOL DISTRICT
5715 Utah Trail, Twentynine Palms, CA 92277
Phone: (760) 367-9191 Fax: (760) 367-7189

Board of Education
Christopher Claire, President
Roberta Meyers
Pete Wood
Bianca Stoker
Missy Bond

District Superintendent
Dr. Patricio I. Vargas

Photo/Video Permission for Students

MUSD families,

As part of our ongoing efforts to celebrate the achievements of our students and share the exciting events happening within our schools, we often take photographs and videos of various school activities. These images and videos may be used in a variety of ways, including but not limited to:

- School district newsletters and publications
- School websites and social media channels
- Press releases to local media
- Promotional materials for school events and programs

To ensure we respect the privacy and preferences of all families, we ask all families whether or not their student can be photographed in this matter during the enrollment process.

If your preference on these permissions has changed since you last updated your students' profile in Synergy, please take a moment to update these permissions. This can be done through the online Synergy portal at https://www.morongousd.com/o/musd/page/enrollment.

If you need any help navigating this process, please reach out to your school sites front-office staff or to the communications department. If you have any questions or concerns regarding our use of photographs or videos, please do not hesitate to contact our communications department, at (760) 367-9191 X 4272.

Thank you for your cooperation and support in helping us celebrate the achievements of our students.

Warm regards,

Jene Estrada
Public Information Officer
Morongo Unified School District

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UNIFIED SCHOOL DISTRICT
5715 Utah Trail, Twentynine Palms, CA 92277
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District Superintendent
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EXTENDED NOTICE OF DIRECTORY INFORMATION

I, _____ **do not** authorize the use of my child's name or Directory Information at school activities or publications including yearbook, play programs, drama programs, honor roll, graduation, sports activity sheets, or any document that lists students' names. Requests on individual events or publications **will not be accepted.** For more information pertaining to release of directory information see BP & AR 5125.1.

_____ _____
Parent Signature Date

PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S SCHOOL WITHIN THE NEXT 30 DAYS IF YOU **DO NOT** WISH INFORMATION TO BE RELEASED REGARDING YOUR CHILD.

PARENTAL OBJECTION FORM A:
MORONGO UNIFIED SCHOOL DISTRICT NOTICE
TO PARENTS AND GUARDIANS OF ELEMENTARY & SECONDARY PUPILS

District Objection Form A:

- Sex Education and Venereal Disease Instruction, E.C. 51550, 51240.
- Excuse from Health and Family Life Instruction due to religious beliefs, E.C. 51240.
- K-5: Mahmoud v. Taylor
- Pupil's Right to refrain from harmful or destructive use of animals. E.C. 32255.

As required by law, you are hereby notified that you have the right to refuse to permit your child to engage in the school activities listed below.

1. **Optional Sex Education and Health Component**, in which reproductive organs and their functions are described, illustrated, or discussed. When such a unit is given, you will be notified of your rights to inspect and review pertinent written and audiovisual materials prior to the holding of the unit. This section does not apply to words or pictures in any science, hygiene, or health book. Parents of secondary students: Please see sample Parent Notification.
2. **Venereal disease education**: Rules similar to those in item 1 above.
3. **K-5: Mahmoud v. Taylor**: instruction that includes classroom storybooks whose storylines focus on sexuality or gender.
4. Pupils may be excused from activities which involve the **harmful or destructive use of animals** and may have alternative tests and assignments.
5. **Excuse from Instruction**: Parents shall, upon written request, be permitted to excuse their son/daughter from instruction in the areas covered in 1-4 due to religious beliefs (including personal moral convictions).

You are further advised that the school district has a written policy and/or additional details regarding all of the items listed above. You may obtain that policy or the additional details by calling the Instructional Services office at 367-9191. You may also obtain a copy of a form for complaints regarding instructional materials by calling the above-listed telephone numbers.

Sign and return the bottom portion to the school if you have objections to any items listed above.

++

Sign and return the following form if you object to any item(s) listed on the previous page.

PARENTAL OBJECTION FORM A:

1. **Sex Education and Venereal Disease Instruction.**
2. **Excuse from Health and Family Health Instruction due to Religious Beliefs.**
3. **Mahmoud v. Taylor.**
4. **Harmful or Destructive Use of Animals.**

_____ _____

Name of Student (Please Print) Grade

I have received and read the notice regarding my rights relating to courses and activities which may affect my child.

I object to item(s):

_____ _____

Parent Signature Date

The Morongo Unified school District, in compliance with Assembly Bill 329 and Ed. Code 51930-51939 offers a state mandated and approved unit on Sexual Health to be taken once during 7 -8 and again once during 9-12 grades. It is required that parents or guardians be notified prior to instruction. All written or audiovisual materials to be used in this instruction will be available for inspection by parent/guardian in the school office. Teachers and administrators will be available to answer any questions. This unit will be given at various times dependent upon the school site's scheduling.

Should **you choose to not have your student participate** in this 3-week unit, they will receive alternate assignments. The form requesting that a student be excused from this three-week unit will be sent home prior to instruction. Parents are encouraged to work with their student's middle or high school to review materials. A sample letter is available below. It is requested that the **parent sign and return this form to your student's school if you do NOT want your student to participate in this unit. If this form is not returned, your student will participate in this 3-week unit.**

PARENTAL OBJECTION FORM B
MORONGO UNIFIED SCHOOL DISTRICT NOTICE
TO PARENTS AND GUARDIANS OF ELEMENTARY & SECONDARY PUPILS

District Objection Form B:

1. Absence for Religious Purposes
2. Immunization from Communicable Disease
3. Administration of Medication
4. Physical Examination
5. Evaluation of Vision
6. Medical and Hospital Services
7. Child Abuse Prevention Training Program

As required by law, you are hereby notified that you have the right to refuse to permit your child to engage in the school activities listed below. The programs presently planned to begin on this date and continue through school year 2025-2026 in this District are starred (*). See Parental Objection Form B on the following page.

***1. Absence for religious purposes** at a place away from school property and after the pupil has attended school for a minimum day.

***2. Immunization from communicable disease** may be consented to in writing by a parent or guardian for a licensed physician to administer an immunizing agent. E.C. 49403.

***3. Administration of medication** prescribed by a physician for a child during the school day may be done by a principal or staff member, if designated. Medication must be accompanied by detailed instructions, signed by a physician or parent. E.C. 49432

***4. Physical examination** may not be given to a child whose parent or guardian has filed an objection. However, the child may be sent home if, for good reason, he/she is believed to be suffering from a recognized contagious or infectious disease. E.C. 49451.

***5. Evaluation of vision** of a child, including tests for vision acuity and color vision, by the school nurse or teacher, is authorized upon first enrollment and at least every third year thereafter. The evaluation may be waived upon presentation of an appropriate certificate from a physician or optometrist.

***6. Medical and hospital services** for pupils injured at school or school-sponsored events, or while being transported, may be insured at parent expense. E.C. 49471.

***7. Child abuse prevention programs** are designed to inform students regarding reporting of child abuse. W.I.C. 18976.5

You are further advised that:

1. Any handicapped pupil for whom a special education placement is unavailable or inappropriate may receive services in a private nonsectarian school.
2. All parents, and students who have reached their 18th birthday, have the right to inspect student records as defined under Section 4387 of the Rights of Privacy Act of 1974.
3. Failure to abide by school bus discipline policies may result in denial of transportation for your child. (See Bus Transportation Section)
4. Possession or use of any controlled substance or an alcoholic beverage on any campus or while traveling to or from any school campus, may result in expulsion from schools in the District.
5. Possession of drugs on campus, or possession of any other controlled substance without a prescription, is against state law. Students can expect an expulsion hearing for any violation. There is further explanation of the regulations in the Student Handbook, and in material that is presented at the orientation meetings at school.
6. Possession of any weapon on a school campus or at any school event will result in disciplinary action.

Sign and return the following form if you object to any item(s) listed on the previous page.

PARENTAL OBJECTION FORM B:

1. **Absence for Religious Purposes**
2. **Immunization from Communicable Disease**
3. **Administration of Medication**
4. **Physical Examination**
5. **Evaluation of Vision**
6. **Medical and Hospital Services**
7. **Child Abuse Prevention Training Program**

_____ _____

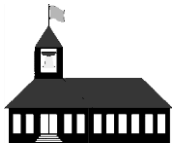
Name of Student (please print) Grade

I have received and read the notice regarding my rights relating to courses and activities which may affect my child.

I object to item(s):

_____ _____

Signature of Parent or Guardian Date



Parent Notice
Elementary Instruction Involving Certain Storybooks

MORONGO UNIFIED SCHOOL DISTRICT
NOTICE TO PARENTS AND GUARDIANS OF ELEMENTARY PUPILS

Subject: Notice & opt-out rights related to certain classroom storybooks

Dear Parents/Guardians,

On June 27, 2025, the U.S. Supreme Court decided *Mahmoud v. Taylor*. The ruling requires public schools to notify parents/guardians in advance and allow an opt-out when classroom instruction will include storybooks whose story lines focus on sexuality and/or gender (sometimes described as “LGBTQ+-inclusive storybooks”).

The Supreme Court case involved grades K–5, and our process is focused on elementary classrooms. At this time, Morongo USD does not include such storybooks in our elementary curriculum. If a teacher proposes to use any supplementary storybook that falls in this category (e.g., for a read-aloud, lesson, activity, or discussion), families will be notified in advance and given the opportunity to opt out.

Parents and guardians will receive advance notice at least seven days before a storybook of this kind is used in class. The notice will clearly identify the title of the book, the date it is scheduled to be read or discussed, and the name of the class and teacher presenting the lesson.

Contact the school principal to obtain an opt-out form. The completed form must be submitted before the scheduled lesson date. Students whose families choose to opt out will be excused from the activity and provided with an appropriate alternative assignment. Opting out will not affect a student’s grades, classroom participation, or standing at school.

Our district remains committed to a safe, inclusive, nondiscriminatory learning environment for all students and staff. This ruling concerns parental notice and opt-out for specific instructional materials; it does not change our anti-bullying, nondiscrimination, or Title IX obligations.

This notice is separate from the existing California Healthy Youth Act (sexual health/HIV) notices and opt-outs, which continue unchanged.

If you have questions, please contact your principal or the Instructional Services office.

Sincerely,

Dr. Graciela Gutierrez, Assistant Superintendent of Elementary Education
Morongo Unified School District

OPEN ENROLLMENT REQUIREMENTS & APPLICATION

In January 1994, a law was enacted allowing parents to choose the public school their children attend. We support this concept and will assist you in enrolling your child in the school of your choice.

A child is considered a "resident" of a school if they meet specific criteria, primarily if they live within the school's designated boundaries. Other criteria include:

- Placement in an established children's institution.
- Students on Inter-district transfers.
- Emancipated minors.
- Children placed in a licensed home.
- Students in a state hospital.
- An elementary student whose parent or guardian works within the school's attendance area.

Please note that child care within a school's area does not qualify a student as a resident.

While all schools in the Morongo Unified School District offer a standard curriculum, they may have unique ways of delivering these programs. Special Education programs vary by campus, and students in special day classes will be placed according to their Individualized Education Program (IEP) plan.

Open enrollment will begin on April 1st and close on August 8th. To ensure accurate enrollment numbers and appropriate staffing, approvals will not be granted prior to the start of the school year or during the first 10 days of school.

To apply for open enrollment, submit an application to the school of your choice. Instructions are listed below and the application form is on the following page. Contact your local school or district office for any questions or more detailed information. The principal of the school to which you apply will notify you of your application status. If approved, you must enroll your child within two weeks of notification, or the spot may be given to a student on the waiting list.

If more applications are received than there are spaces available, students will be selected randomly. Students not selected will be placed on a waiting list.

References: MUSD Board Policies 5116 and 5116.1 and E.C. §35160.5(c).

INSTRUCTIONS FOR COMPLETING THE OPEN ENROLLMENT FORM

Complete this application only if you want your child to attend a school other than their school of residence.

1. Fill out the application on the next page, using the full legal names of all children. Include the name of the school they currently attend and the grade they will be in next year.
2. Sign the application and submit it to the principal of the school you wish your child to attend.
3. The principal will mail you the status of your application. If approved, you must enroll your child within two weeks of receiving the notice. Failure to do so may result in the space being allocated to a student on the waiting list.
4. If space is limited at your chosen school, your child may be placed on a waiting list. You will be notified if a spot becomes available, and you will have two weeks to enroll your child.

Special Education students: Those enrolled in special day classes will be assigned to a school during the IEP meeting. Students in Resource Programs may apply through the open enrollment process.

For any questions or to review the Board Policy in detail, please contact any school or the District Instructional Services office.

Note: If your child does not maintain satisfactory behavior, attendance, and grades, their open enrollment waiver may be revoked, requiring them to return to their school of residence.

MORONGO UNIFIED SCHOOL DISTRICT

INTRA-DISTRICT TRANSFER REQUEST

FOR THE _____ SCHOOL YEAR

Student Name: _____ DOB: _____ Grade: _____

Student Address: _____

Zoned School: _____ Requested School: _____

Parent/Guardian Name: _____ Phone: _____

Reason for Transfer:

- ◯ Siblings Attending Requested School
- ◯ Specialized Program
- ◯ Location of Child Care**
- ☒ Parent Employed at MUSD Site: _____
- ◯ Other: _____

If transfer is due to location of child care:

Name of Child Care Provider (Specific Person Responsible): _____

Address: _____ ***Phone:*** _____

INTRA-DISTRICT TRANSFER AGREEMENT

Initial and/or continued approval is dependent upon the following conditions:

1. Parent shall be responsible for transportation of the student.
2. Space availability as determined by prevailing state, District and contractual capacities.

School site may revoke upon the following conditions:

1. Failure by parent/guardian to adhere to Morongo Unified School District's Board Policy BP 5020.
2. Unacceptable attendance resulting in a notice of truancy defined in the Parent/Student Handbook and Ed.Code Section 48263.6, SART (School Attendance Review Team), or SARB (School Attendance Review Board).
3. Repeated violation of Education code 48900 and documented attempted interventions recorded on the Morongo Unified School District Intervention Checklist.
4. Readmit status after an expulsion.

By signing this agreement, you acknowledge and accept all the conditions listed above. Your request for an Intra-District Transfer is currently under review, and you will be notified once it is approved. Once admitted, you will not need to reapply each year; however, your waiver will be reviewed annually. Please be aware that any violations, as determined by the school principal, may result in the cancellation of your Intra-District Transfer Agreement.

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

OFFICE USE ONLY

Principal Signature (Sending School): _____ ***Date:*** _____

Principal Signature (Receiving School): _____ ***Date:*** __ ___ ___ ___

Student Start Date: _____ ◯ ***Parent Contacted*** ◯ ***Copy sent to CWA***

STUDENT USE OF TECHNOLOGY

The Governing Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers and consequences for unauthorized and/or unlawful activities in accordance with this Board policy and the district's Acceptable Use Agreement.

On-Line Services/Internet Access
The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, pornographic, or otherwise harmful to minors, and that the operations of such measures is enforced.

The Board desires to protect students from access to harmful matter on the Internet or other on-line services. The Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet. He/she shall also establish regulations to address the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communication.

Disclosure, use and dissemination of personal identification information regarding students are prohibited.
Staff shall supervise students while they are using on-line services and may ask teacher aides and student aides to assist in this supervision.
Before using the district's on-line resources, each student and his/her parent/guardian shall agree to not hold the district responsible and shall agree to indemnify and hold harmless the district and all district personnel for the failure of any technology protection devices, violation of copyright restrictions, users' mistakes or negligence, or any costs incurred by users.

In order to ensure that the district adapts to changing technologies and circumstances, the Superintendent or designee shall regularly review this policy, implementing administrative regulations and other procedures. He/she shall monitor the district's filtering software to help insure its effectiveness.

Electronic Information Resource User Contract (Student Use of Technology Agreement)
To Students:

Electronic information services are available to students and teachers. We believe in the educational value of such electronic services and recognize the potential of such to support curriculum and student learning. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication. We will strive to protect students and teachers from any misuses or abuses as a result of their experiences with an information service. All users must be on guard to avoid inappropriate and illegal interaction with the information service.

Please read the following document carefully. When signed by you and, if appropriate, your parent/guardian, it becomes a legally binding contract. We must have your signature and that of your parent/guardian (if you are under 18) before we can provide you with an access account.

Listed on the following page are the provisions of this contract. If you violate any of the provisions, you may be denied access to the information service and subject to disciplinary action.

This agreement is made effective upon receipt of device, between the Morongo Unified School District (hereafter referred to as the "District"), the student ("student"), and his/her parent(s) or legal guardian ("parent"). The student and parent(s), in consideration of being provided with a device, software, and related materials (the "device") for use while a student is attending the Morongo Unified School District, hereby agrees as follows:

1. Equipment

1.1 Ownership

The Morongo Unified School District retains sole right of possession of the device and grants permission to the student to use the device according to the guidelines set forth in this document. Moreover, the District administrative staff retain the right to collect and/or inspect the device at any time, including via electronic remote access and/or to alter, add, or delete installed software.

1.2 Equipment Provided

Efforts are made to keep all basic device configurations the same. The District will retain records of the serial numbers of provided equipment. The District reserves the right to limit access to district-issued equipment for habitual loss or damage.

1.3 Substitution of Equipment

In the event the device is inoperable, the District has a limited number of spare devices for use while the device is repaired or replaced. However, it cannot guarantee a loaner will be available at all times. This agreement remains in effect for such a substitute. The student may NOT opt to keep a broken device or to avoid using the device due to loss or damage.

1.4 Software

No software shall be installed onto the student issued device. If additional software is needed, district authorized personnel will complete this task.

2. Damage or Loss of Equipment

California Education Code section (EC) 48904(a)(1) states that a parent or guardian of a minor is liable to a school district for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed $23,900 adjusted annually for inflation per EC Section 48904(a)(2). In addition, it authorizes school districts, after affording the student due process rights, to withhold the grades, diplomas, and transcripts of a student until the student or parent/guardian pays for the lost or willfully damaged school property (e.g., IT computing devices, textbooks, library books, loaned athletic uniforms, and sports equipment), unless the student is either experiencing homelessness or in foster care.

2.1 Responsibility for Equipment Damage

The student is responsible for maintaining a 100% working device at all times. The student shall use reasonable care to ensure that the device is not damaged. Refer to the **Standards for Proper Device Care** section of this document for a description of expected care.

Examples of damage include, but are not limited to:

- **A.** Damage or loss resulting from an unattended device while at or away from school.
- **B.** Damage when others use the device
- **C.** Using device in an unsafe environment and/or in an unsafe manner. (See the **Standards for Proper Device Care** section of this document for guidelines of proper use.)

2.2 Actions Required in the Event of Damage or Loss

Any damage to or loss of the device should be reported to the building principal immediately. Parents and students are encouraged to file a police report if the device is believed to be stolen.

2.3 Technical Support and Repair

All attempts will be made to repair damaged devices. The District does not guarantee that the technical support team will make the device operable (reference section 1.3). The District will charge the student and parent for full repair or replacement.

3. Legal and Ethical Use of Equipment

3.1 Monitoring

The District may monitor device use using a variety of methods to assure compliance with District policies. The District complies with regulations for filtering internet access while on campus. It is the responsibility of the parent to monitor and/or filter internet use away from school.

3.2 Legal and Ethical Use

All aspects of the District's technology use policies remain in effect.

3.3 File-Sharing and File-Sharing Programs

The installation and/or use of any Internet-based, file-sharing tools is prohibited. File-sharing programs and protocols may

not be used to facilitate the illegal sharing of copyrighted material (music, video, and images). **U.S. Copyright Law, title 17**

3.4 Allowable Customization

Students are permitted to alter or add files to customize the assigned device to their own working styles deemed school appropriate. Downloading or installing any other software without permission from the building administrator or designee is prohibited.

4. Standards for Proper Device Care

4.1 Guidelines and Precautions

Students are expected to follow all the specific guidelines listed in this document and take any additional common-sense precautions to protect the assigned Device. ***Loss or damage resulting in failure to abide by the details below may result in full financial responsibility.***

4.2 Your Responsibilities

A. Treat the device with care.

B. Keep the device either secured (where others do not have access) or attended (within your sight) at all times, and store the device in a secure place. Devices left in bags and backpacks, or unattended are considered "unattended" and must be protected against theft. Unattended and unlocked equipment, if stolen, will be your full financial responsibility.

C. Avoid use in situations that are conducive to loss or damage. For example, never leave the device in a vehicle, in a gym, in a locker room, on a playing field, or in other areas where it could be damaged or stolen. Be aware these devices are temperature sensitive. ***Avoid leaving the device in environments with excessively hot or cold temperatures*** (for example, avoid storing the device in a car, or in direct sunlight).

D. Do not loan the device to anyone.

E. Vandalism will result in the cancellation of user privileges. Users shall not intentionally upload, download or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so- called "hacking". **Penal Code 502**

F. Adhere to the District's Acceptable Use Policy at all times and in all locations. When in doubt about acceptable use, ask the principal or a staff member.

G. Read and follow general maintenance alerts from school technology personnel.

H. Users shall use the Morongo Unified School District system responsibly for educational purposes. This includes appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyber bullying awareness and response, even while transmitting electronic information off-site.

I. Copyrighted material shall not be placed on the system without the author's permission. Users may download publicly available copyrighted material for their own educational use only, retain the materials only for educational and research purposes, and must footnote copyrighted material when used in academic work.

J. Users must be aware that documents created and sent using District digital resources (computers, cameras, etc.) are not personal property. Administrators are monitoring the district network; all letters, documents, pictures, and projects may be examined at any time.

K. Users must be aware that improper use of District technology/equipment purchased for and/or used during a distance-learning program or video conference could result in the revocation or suspension of user's access at any time. Attendees and presenters during video fed activities should behave and dress appropriately. Be aware of those walking within view of your screen at all times.

L. Users shall not read other 'users' electronic mail or files. They shall not attempt to interfere with other 'users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify or forge other 'users' mail.

4.3 How to Handle Problems with the Device

Promptly report any problems with the device to your school site principal or assistant principal if applicable.

4.4 General Care

A. Do not attempt to remove or change the physical structure of the device, including the case. Doing so will void the warranty, and families will be responsible for 100% of the repair or replacement costs.

B. Do not remove or interfere with the serial number or any identification placed on the device by the District or school site.

C. Keep the equipment clean. Avoid eating or drinking while using the device.

4.5 Screen Care

A. The device screen can be easily damaged if proper care is not taken. Broken screens are NOT covered by warranty. Screens are particularly sensitive to damage from excessive pressure.

B. Clean the screen with a soft, dry, anti-static cloth.

4.6 Battery Life and Charging

A. Fully charge the battery each day. Establish a routine at home whereby each evening you leave your device charging overnight.

B. Avoid using the power adapter in any situation where you or another is likely to trip over the cord.

5. Network Resources

5. Available Technology

The primary goal of the District's available technology is to enrich the learning that takes place in and out of classrooms. In particular, technology offers opportunities for exploration and analysis of academic subjects in ways that traditional instruction cannot replicate. However, certain legal and ethical restrictions apply. In addition, the limited supply of both hardware and software requires us to set priorities for use. Academic work for courses always takes priority over any other use of the device equipment. The following is a list of rules and guidelines that govern the use of District devices and network resources.

5.2 Definition

Network resources refers to all aspects of the District's owned or leased equipment, including devices, printers, scanners, and other devices, as well as e-mail, Internet services, servers, network files and folders, and all other technology-related equipment and services. These rules apply to any use of the District's network resources, whether this access occurs while on or off campus.

5.3 Use of Network Resources

Students may not use network resources:

A. to create, send, access, or download material which is abusive, threatening, harassing, hateful, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion, medical condition, or political beliefs. Harmful or inappropriate matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, and appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political or scientific value for minors. **Penal Code 313-315**

B. to download or stream internet-based media for personal use. The District will monitor the network for network performance-related issues.

C. to alter, add, or delete any files that affect the configuration of a school device;

D. to conduct any illegal activity (this includes adhering to copyright laws);

E. to access the data or account of another user (altering files of another user is considered vandalism).

F. to perform any act of Cyberbullying. Cyberbullying by definition is the willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices. Cyberbullying is the act of harassing, threatening, humiliating or hassling peers and is not allowed. **(Board Policy 5131.2; cf. 5145.9)**

G. use the system or technology to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or district policy. **(Board Policy 5131.6; cf. 5131.6 & 5131.62)**

H. Inappropriate use shall result in a cancellation of the user's privileges, disciplinary action and/or legal action (criminal and/or civil) in accordance with law and Morongo Unified School District policy.

5.4 Safety

For safety reasons students should not:

A. give out their personal information, such as home address or phone number, to anyone on the Internet (this protects users from becoming potential victims of those with criminal intent)

B. give password(s) to anyone;

C. post anonymous messages;

D. improperly disclose, use, store or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. **Children's Online Privacy Protection Act (COPPA)**

6. Discipline

Any student who violates these rules will be subject to disciplinary action at the discretion of administration. Serious or repeated violations may result in the student's use of technology being restricted or revoked.

7. Legal Issues and Jurisdiction

The District owns and operates the equipment and software that compose our network resources. The District is obligated to take steps to ensure that all facilities are used legally. Hence, any illegal use of network resources is prohibited. All content created, sent, accessed, or downloaded using any part of the District's network resources is subject to the rules stated in this handbook and District technology policies. District administration monitors our network and may find it necessary to investigate electronic incidents, even if they happen after hours and outside of school. As the owners of our network resources, including e-mail system, the District administration reserves the right, if needed and at its discretion, to remotely access, open, examine, and/or delete electronic files that violate this Device Use Policy.

8. No Guarantees

The district will make good faith efforts to protect children from improper or harmful matter that may be on the Internet in compliance with **Children's Internet Protection Act (CIPA).** At the same time, in signing this agreement, the parent and Student recognize that the district can make no guarantees about preventing improper access to such materials on the part of the Student.

9. Disclaimer

The District does not have control of the information on the Internet or incoming e-mail, nor does it provide any technical barriers to students accessing the full range of information available while not connected to the District's network. Sites accessible via the Internet may contain material that is defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or otherwise inconsistent with the mission of the District. While the District's intent is to make Internet access available for educational goals and objectives, students will have the ability to access other materials as well. The District expects students to obey the Device Use Policy when using the Internet. Students found in violation of the policy will be disciplined.

The District makes no warranties with respect to school network resources, nor does it take responsibility for:

A. the content of any advice or information received by a student;

B. the costs, liability, or damages incurred as a result of access to school network resources or the Internet, or any consequences of service interruptions.

This agreement exists in concert with all other existing building and District policies, guidelines, and procedures. Specific items not covered here may be addressed by other building or District policies, guidelines, or procedures at the discretion of the building principal or designee.

10. District Held Harmless and Promise Not to Sue

In order to protect itself from future lawsuits where a student or parent alleges that the student suffered some kind of injury because the student used the District's Internet Access or other technology resources, the district requires that the student and parent promise to forego such claims against either the District or its employees in return for being allowed to use the resources. Therefore, the Student and parent agree to hold the district and its employees harmless from any claim or liability arising out of or resulting from the Student's use of the District's Internet Access, even though the nature, extent, and seriousness of such claims are currently unknown. In other words, the student and parent agree that they will not sue the school district or any district employee over any claim that comes about as a result of the Student's using the district's Internet and intranet access. By signing this agreement, the parent and student waive any such claims that may occur in the future, whether they are now aware of how the student could be injured by using the Internet, or the extent of such alleged injury. In doing so the student and parent waive any protection they have under **Civil Code section 1542** with regard to claims arising from the student's use of District Internet Access. That law reads as follows:

A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS OR HER FAVOR AT THE TIME OF EXECUTING THE RELEASE, WHICH IF KNOWN BY HIM OR HER MUST HAVE MATERIALLY AFFECTED HIS OR HER SETTLEMENT WITH THE DEBTOR.

I fully understand that if I/(my child) violate(s) any of the above, I/(my child) may not be permitted to check out school equipment in the future and may be billed for any costs incurred by the District.

First Name:	**Last Name:**	
School Attendance Site:	**Asset Tag/Serial #:**	
Parent Signature:		**Date:**

STUDENT RECORDS

The Superintendent or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

AR 5125 Student Records

Definitions

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Adult student is a person who is or was enrolled in the district and who is at least 18 years of age. (5 CCR 430)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

District officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Legitimate educational interest is an interest held by any district official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

Mandatory interim student records are those records which the district is directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Mandatory permanent student records are those records which are maintained in perpetuity and which the district has been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name

2. The name of the student's parent/guardian or other family members

3. The address of the student or student's family

4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)

5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name

6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty

7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

1. Directory information

2. Informal notes compiled by a district official or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee

3. Records of the law enforcement unit of the district, as specified in 34 CFR 99.8

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent (Education Code 49069.7; Family Code 3025)

   However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

2. An adult student, or a student under 18 years of age, who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99.3, 99.5)

3. Parents/guardians of an adult student with exceptional needs who is 18 years of age or older and has been declared incompetent under state law (Education Code 56041.5)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of a student 18 years of age or older who is a dependent child as defined in 26 USC 152 Education Code 49076; 34 CFR 99.31)

2. Students who are 16 years of age or older or who have completed the 10th grade (Education Code 49076)

3. District officials and employees, consistent with the definition provided in "Definitions," above (Education Code 49076; 34 CFR 99.31)

4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide 18 years of age or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

5. Officials and employees of other districts, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

   Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another district, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program

   However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

   No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under 18 years of age, that the student's GPA will be forwarded to the Student Aid Commission by October 1, unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

   Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. The California College Guidance Initiative (CCGI) in accordance with a data sharing agreement pursuant to Education Code 60900, to provide data for use when planning for and applying to California public colleges and universities (Education Code 60900, 60900.5)

8. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

9. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to Item #8

above (Education Code 49076)

10. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

    Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

11. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)

12. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)

13. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

    When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

14. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

    In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

15. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

    Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by the district for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district. (Education Code 49069.3)

16. A student 14 years of age or older who is an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)

17. An individual who completes items #1-4 of the Caregiver's Authorization Affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

18. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232g)

19. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with exceptional needs who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

    When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in Item #13 above. (Education Code 49076)

20. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written consent by a parent/guardian, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5)

    In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act (FERPA). (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Additionally, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other persons (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

   When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

   Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)

3. Organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)

a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information

b. The information is destroyed when no longer needed for the purposes for which the study is conducted

c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31

4. Officials and employees of other districts, private schools, or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)

5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)

6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)

7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)

8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or FERPA. (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Persons Generally Denied Access

A request for student records by an officer or employee of an agency conducting immigration enforcement shall be denied except in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

De-identification of Records

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education

Code 49069.7; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that district officials and employees obtain access to only those student records in which they have legitimate educational interests. (Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069.7; 5 CCR 431)

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069.7)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

Additionally, the custodian of records shall make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

The log need not include requests for access to records by: (Education Code 49064)

1. Parents/guardians or adult students

2. Students who are 16 years of age or older or who have completed the 10th grade

3. Parties obtaining district-approved directory information

4. Parties who have received written consent by a parent/guardian and have provided it to the district, in which case the consent notice shall be filed with the record pursuant to Education Code 49075

5. District officials and employees who have a legitimate educational interest

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with Education Code 49070 and the process specified in Administrative Regulation 5125.3 - Challenging Student Records.

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
    a. Address of minor student if different from the above
    b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

2. A log identifying persons or organizations who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge

5. Language training records

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parent/guardian restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or prohibition of student participation in specific programs

10. Results of standardized tests administered within the past three years

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings

2. Standardized test results older than three years

3. Routine discipline data

4. Verified reports of relevant behavioral patterns

5. All disciplinary notices

6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into the district from any other district, a private school, or school system, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of district property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with exceptional needs. (Education Code 48985, 49063; 5 CCR 431; 34 CFR 99.7)

The notice shall include: (Education Code 49063, 60900.5; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining district officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
12. The sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid (Education Code 60900)

13. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g

14. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Additionally, the annual parent/guardian notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety

2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information

3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first

4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in Item #3 above

   Additionally, the notification shall include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parent/guardian notification required pursuant to Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

   a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian

   b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request
2. The date the requested records were reissued to the former student
3. A list of the records that were requested by and reissued to the former student
4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender
5. The name of the employee who completed the request
6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49062.5)

Policy revised 2/10/2026

AR 5125.1: Release of Directory Information

Definition

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (Education Code 49061; 20 USC 1232g; 34 CFR 99.3)

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation record in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Directory information does not include a student's social security number or student identification number. However, for purposes of accessing or communicating in electronic systems, directory information may include a student identification number, user identification, or other personal identifier used by the student provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user. (34 CFR 99.3)

Directory information does not include the citizenship status, immigration status, place of birth, or any other information indicating national origin of a student or the student's family member.

Notification to Parents/Guardians

At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the district plans to release and the recipients of the information. Additionally, the notification shall inform parents/guardians of their right to refuse to let the district designate any or all types of information about their student as directory information, how to refuse release of directory information about their student, and the period of time within which a parent/guardian must notify the district in writing that the parent/guardian does not want a certain category of information about their student designated as directory information. (Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37)

In addition, the annual parent/guardian notification shall include a statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin and that the district will not release such information without parent/guardian consent or a court order.

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the name, address, email address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (10 USC 503, 20 USC 7908)

Parent/Guardian Consent

A student's directory information shall not be released if the student's parent/guardian has notified the district in writing that such information shall not be disclosed. (Education Code 49073; 20 USC 1232g, 7908)

The directory information of a student identified as a student experiencing homelessness shall not be released, unless the student's parent/guardian, or the student if 18 years of age or older, has provided written consent that directory information may be released. However, the directory information of a student experiencing homelessness may be disclosed for the purpose of facilitating an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by a district school, unless the student's parent/guardian, or student accorded parental rights, has provided written notice to the school that consent to such exam(s) is not given. (Education Code 49073; 20 USC 1232g, 7908; 42 USC 11434a)

For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)

Policy revised 2/10/2026

BOARD POLICY 5125.1: RELEASE OF DIRECTORY INFORMATION

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information, including to news media or nonprofit organizations, in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on a determination of the best interests of district students. (Education Code 49073)

A student's directory information shall only be included in the minutes of the Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings.

Colleges and prospective employers, including military recruiters, shall have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or the student, if the student is 18 years of age or older, has requested that such information not be released. (10 USC 503, 20 USC 7908)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and employers, including prospective employers, in accordance with law, Board policy, and administrative regulation. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled, provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073

Policy revised 2/10/2026

AR 5022: Student and Family Privacy Rights

Surveys Requesting Information about Beliefs and Practices

A student's parent/guardian, or a student who is an adult or emancipated minor, shall provide prior written consent before the student is required to participate in a survey inquiring about one or more of the following: (Education Code 51513; 20 USC 1232h)

1. Political affiliations or beliefs of the student or his/her parent/guardian
2. Mental or psychological problems of the student or his/her family
3. Sexual behavior or attitudes or personal beliefs and practices in family life or morality
4. Illegal, anti-social, self-incriminating or demeaning behavior
5. Critical appraisals of other individuals with whom students have close family relationships
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians or ministers
7. Religious practices, affiliations or beliefs of the student or his/her parent/guardian
8. Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program

If a student participates in such a survey requesting information about beliefs and practices, school officials and staff members shall not request or disclose the student's identity.

Notwithstanding the above requirements for prior written consent, the district may administer to students in grades 7-12, anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys about the student's attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request that their child not participate. (Education Code 51938)

If the district administers a voluntary survey that already includes questions pertaining to sexual orientation and/or gender identity, the Superintendent or designee shall not remove such questions. (Education Code 51514)

Parent/Guardian Access to Surveys and Instructional Materials

The parent/guardian of any district student, upon his/her request, shall have the right to inspect: (Education Code 51938; 20 USC 1232h)

1. A survey or instrument to be distributed to his/her child that either collects personal information for marketing or sale or requests information about beliefs and practices
2. Any instructional material used as part of his/her child's educational curriculum

Within a reasonable period of time of receiving a request, the principal or designee shall permit a parent/guardian to view a survey or other document he/she requested. A parent/guardian may view the document any time during normal business hours.

Students whose parents/guardians exercise this option shall not be penalized by the district. (20 USC 1232h)

Health Examinations

Authorized school officials may administer to any student any physical examination or screening permitted under California law. However, no student shall be subjected to a non-emergency, invasive physical examination without prior written notice to his/her parent/guardian, unless an applicable state law authorizes the student to provide consent without parent/guardian notice. (20 USC 1232h)

Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion or injection into the body, but does not include a properly authorized hearing, vision or scoliosis screening. (20 USC 1232h)

Notifications

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of: (20 USC 1232h)

1. The district's policy regarding student privacy

2. The process to opt their children out of participation in any activity described in this administrative regulation and the accompanying Board policy

3. The specific or approximate dates during the school year when the following activities are scheduled:

    a. Survey requesting personal information

    b. Physical exams or screenings

    c. Collection of personal information from students for marketing or sale

Prior to administering anonymous and voluntary surveys regarding health risks and behaviors to students in grades 7-12, the district shall provide parents/guardians with written notice that the survey is to be administered. (Education Code 51938)

Parents/guardians shall also be notified of any substantive change in this policy and administrative regulation within a reasonable period of time after adoption of the change. (20 USC 1232h)

Policy revised 6/22/2018

BOARD OF EDUCATION POLICIES REGARDING DRESS, GROOMING, AND GANG ATTIRE

BOARD POLICY 5132: Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Policy revised: 4/28/2020

BOARD POLICY 5136: Gangs

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

Policy adopted: 11/6/2001

HARASSMENT

BOARD POLICY 5145.7 Sexual Harassment

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations.

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at district or at district-sponsored or district-related activities, sexual harassment, as defined in the accompanying administrative regulation, targeted at any student.

Additionally, the Board prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, assists with, or otherwise supports a complainant in alleging sexual harassment, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1, 221.8; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sexual harassment on district grounds or at a district-sponsored or district-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sexual harassment by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure that the complaint alleging sexual harassment is addressed through

Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures or Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable. Additionally, the Title IX Coordinator shall ensure that any implementation of Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures concurrently meets the requirements of Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of this policy in the manner specified in the accompanying administrative regulation.

The Superintendent or designee shall ensure that all district staff are trained regarding this policy, and that employees required to receive training related to their duties under Title IX receive training as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment. (Government Code 12950.1; 2 CCR 11023, 11024; 34 CFR 106.45)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to the harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon completion of an investigation of sexual harassment, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with

law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Policy revised: 11/20/2025

AR 5145.7 Sexual Harassment

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)
Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity
Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)
A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Randy Martin
Compliance Coordinator
P.O. Box 1209, Twentynine Palms, CA 92277
(760) 367-9191 extension 4360

rmartin@morongousd.org

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:
Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to

Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Regulation revised 9/02/2025

BOARD POLICY 5145.3: Nondiscrimination/Harassment

The Governing Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

This policy shall apply to all acts constituting unlawful discrimination or harassment related to district activity or attendance, to acts which occur off campus or outside of district-related or district-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district.

The Board prohibits, at any district school or activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in district programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates, participates, or refuses to participate in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination related to a district activity, attendance, or district-related or district-sponsored activity, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints alleging sexual harassment under Title IX shall be investigated and resolved in accordance with the procedures specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Policy revised: 2/10/2026

MORONGO UNIFIED SCHOOL DISTRICT

Nutritional Services

5715 Utah Trail, PO Box 1209
Twentynine Palms, CA 92277

Letter to Households in Schools/Districts Participating in **Community Eligibility Provision**

Dear Parent or Guardian,

We are pleased to inform you that *Morongo Unified School District* will be continuing to participate in the National School Lunch and School Breakfast Programs, Community Eligibility Provision for the *2026-2027* School Year.

What does this mean for you and your children attending the Morongo Unified School District?
Great news for you and your students! All enrolled students of *Morongo Unified School District* are eligible to receive a healthy breakfast and lunch at school at **no charge** to your household each day of the *2026-2027* school year. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee, or applying.

We encourage all households to complete the Education Benefit Survey, which is needed for administrative purposes to determine district funding. This information allows your school to benefit from State and Federal supplemental funding, and is critical in determining the amount of money your school receives. All information is confidential and without your assistance, your school cannot maximize utilization of available State and Federal funds. You may enter your information electronically at **https://sff.morongousd.com**

If we can be of any further assistance, please contact us at *760.367.9191 Ext. 4263.*

Sincerely,

Janet Barth, SNS
Director, Nutritional Services

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English. To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027 (PDF), found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by: mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410; Fax: 202-690-7442; or email: Program.Intake@usda.gov. This institution is an equal opportunity provider.

Medical Statement to Request Special Meals and/or Accommodations

Medical Statement Form		
1. School	**2. Site Name**	**3. Site Phone Number**
4. Name of Child		**5. Age or Date of Birth**
6. Name of Parent/Guardian		**7. Phone Number**
8. Description of Child's Physical or Mental Impairment Affected:		
9. Explanation of Diet Prescription and/or Accommodation:		
10. Indicate Food Texture for Above Child: Regular Chopped Ground Pureed		
11. Adaptive Equipment to be Used:		

12. Foods to be Omitted and Appropriate Substitutions:

Foods to Be Omitted	Suggested Substitutions

13. Signature* of Registered Dietitian (RD) or State Licensed Healthcare Professional**		
14. Printed Name	**15. Phone Number**	**16. Date**

*This form is also considered valid with a certified digital signature.

**RDs are now permitted to complete and sign a written medical statement for school meal modifications due to a disability. The California Department of Education (CDE) also permits the following state licensed healthcare professionals to complete and sign a written medical statement for a disability: licensed physicians, physician assistants, and nurse practitioners.

Parents or legal guardians wishing to request only a fluid milk substitute to accommodate their child's disability should use the CDE's SNP 26 Parental Request for a Fluid Milk Substitution for School-Age Children form.

The information on this form is required to reflect the current medical and/or nutritional needs of the child.

Instructions

1. **School**: Print the name of the school that is providing the form to the parent/legal guardian.

2. **Site**: Print the name of the site where meals will be served.

3. **Site Phone Number**: Print the phone number of site where meal will be served.

4. **Name of Child**: Print the name of the child to whom the information pertains.

5. **Age of Child**: Print the age of the child. For infants, please use date of birth.

6. **Name of Parent/Legal Guardian**: Print the name of the person requesting the child's medical statement.

7. **Phone Number**: Print the phone number of parent/legal guardian.

8. **Description of Child's Physical or Mental Impairment Affected**: Describe how the physical or mental impairment restricts the child's diet.

9. **Explanation of Diet Prescription and/or Accommodation**: Describe a specific diet or accommodation that has been prescribed by the RD or state licensed healthcare professional.

10. **Indicate Texture**: If the child does not need any modification, check **Regular**.

11. **Adaptive Equipment to be Used**: Describe specific equipment required to assist the child with dining (e.g., sippy cup, large handled spoon, wheelchair accessible furniture, etc.).

12. **Foods to be Omitted**: List specific foods that must be omitted.
Suggested Substitutions: List specific foods to include in the diet.

13. **Signature of RD or State Licensed Healthcare Professional**: Signature of RD or state licensed healthcare professional requesting the special meal or accommodation.

14. **Printed Name**: Print name of RD or state licensed healthcare professional.

15. **Phone Number**: Phone number of RD or state licensed healthcare professional.

16. **Date**: Date RD or state licensed healthcare professional signed the form.

Definitions

Disability means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.

Physical or mental impairment means, any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine; or any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability.

Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, interacting with others, and working; and the operation of a major bodily function.

Major bodily function includes*,* the operation and functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

U.S. Department of Agriculture Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410;

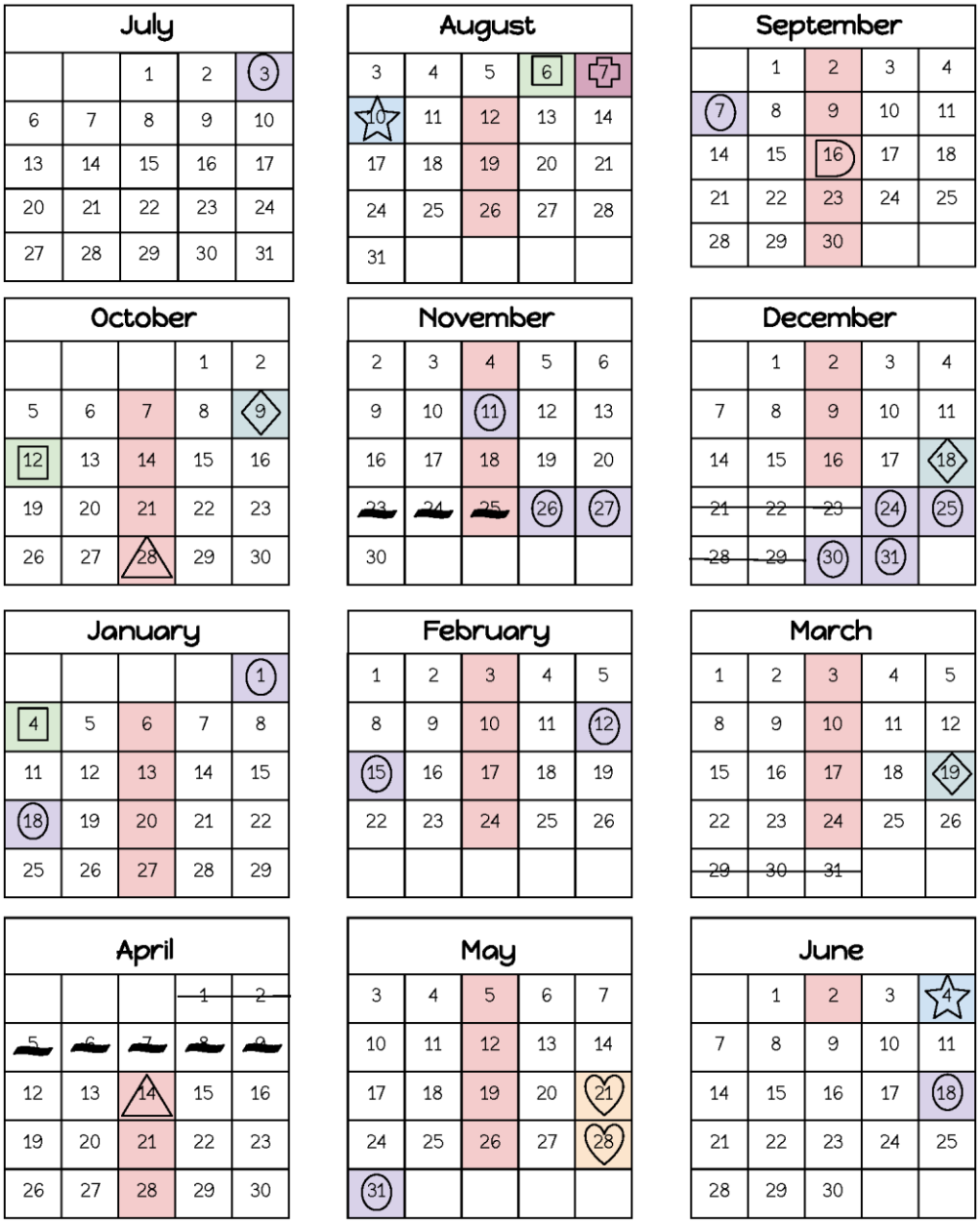
2. fax: 202-690-7442; or

3. email: Program.Intake@usda.gov.

This institution is an equal opportunity provider.

2026-2027 District Calendar

MORONGO UNIFIED SCHOOL DISTRICT
School Year 2026-2027: with early release



School Year (180 Student Days)

*First Quarter	10/09/26 (44 days)
First Semester	12/18/26 (87 days)
*Third Quarter	03/19/27 (51 days)
Second Semester	06/04/27 (93 days)

Staff Work Days/Parent Conference Days

Teacher Staff Development	08/06/26
Site Admin Workday	08/07/26
Staff Development	10/12/26 & 01/04/27
Parent Teacher Conferences	10/28/26 & 04/14/27

Early Release Days
Early Release for Mandated Training- 09/16/26
Non-work days for everyone but 12 mo. employees
Class. Mandated Vacation (< 12 mo. employees)

First and Last Day of School

First Day	08/10/26
Last Day	06/04/27

Holidays (schools and offices closed)

Independence Day (Observed)	07/03/26
Labor Day	09/07/26
Veterans Day	11/11/26
Thanksgiving Break	11/23/26 - 11/27/26
Thanksgiving Day	11/26/26
Local Holiday	11/27/26
Winter Break	12/21/26 - 01/01/27
Local Holiday	12/24/26
Christmas Day	12/25/26
Local Holiday in lieu of Admissions Day	12/30/27
Local Holiday	12/31/27
New Year's Day	01/01/27
Martin Luther King, Jr. Day	01/18/27
Lincoln's Day	02/12/27
President's Day	02/15/27
Spring Break	03/29/27 - 04/09/27
Memorial Day (Observed)	05/31/27
Juneteenth	06/18/27
Weather Days	05/21/27 & 05/28/27

Inclement Weather Day Make-up

May 21 and May 28, 2027 are designated for Inclement Weather Make-up Days. In the event that school is closed due to inclement weather, school will be made up on May 21. If school is closed a second time due to inclement weather, the day will be made up on May 28. If school is closed for more than two (2) days for inclement weather or, if the closure occurs after May 28, the school day will be made up the day after the last day of school. If May 21 and/or May 28 are not required for inclement weather make-up days, the day(s) will stay as non-work/non-school days. CED reimbursement will be available for any teachers who are required to hold parent conferences before or after school on or around the regularly scheduled parent conference day.

Rev. 01/28/25



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Administrative Offices
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MORONGO
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Our Students. Our Community. Our Future.