



**MADERA
UNIFIED**
SCHOOL DISTRICT

High School Handbook

2026-2027



Madera South High School
705 W. Pecan Avenue
Madera, CA 93637
(559) 675-4450



Madera High School
200 S. L Street
Madera, CA 93637
(559) 675-4444



Matilda Torres High School
16645 Road 26
Madera, CA 93638
(559) 416-5909

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The term “parent”, as used in the following notifications, means the natural or adoptive parent, legal guardian, the person having legal custody, or other education rights holder; the term also includes a student 18 years of age or older. Additionally, the pronouns used in the notifications are meant to be gender-free.

2026 -2027 CALENDAR

JULY 2026						
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AUGUST 2026						
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SEPTEMBER 2026						
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OCTOBER 2026						
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NOVEMBER 2026						
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DECEMBER 2026						
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JANUARY 2027						
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31						

FEBRUARY 2027						
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MARCH 2027						
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APRIL 2027						
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MAY 2027						
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JUNE 2027						
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27	28	29	30	31		

HOLIDAYS		
Jul	3	Independence Day (Observed)
Sep	7	Labor Day
Nov	11	Veterans' Day
Nov	26	Thanksgiving Day
Nov	27	Board-Declared Holiday
Dec	24	Board-Declared Holiday
Dec	25	Board-Declared Holiday
Dec	31	Board-Declared Holiday
Jan	1	Board-Declared Holiday
Jan	18	Martin Luther King Jr. Day
Feb	8	Lincoln's Day (Observed)
Feb	15	President's Day (Observed)
Apr	26	Board-Declared Holiday
May	31	Memorial Day
Jun	18	Juneteenth (Observed)
THANKSGIVING BREAK		
November 23 – 27, 2026		
WINTER BREAK		
December 21, 2026 – January 8, 2027		
SPRING BREAK		
March 22 – 26, 2027		

ATTENDANCE PERIODS		
Period		# Days
1	08/07/26 – 08/28/26	16
2	08/31/26 – 09/25/26	19
3	09/28/26 – 10/23/26	19
4	10/26/26 – 11/20/26	19
5	11/30/26 – 12/18/26	15
6	01/12/27 – 02/05/27	18
7	02/09/27 – 03/05/27	17
8	03/08/27 – 04/09/27	19
9	04/12/27 – 05/07/27	20
10	05/10/27 – 06/04/27	18
Annual Total		180

FIRST SEMESTER		
1st Qtr.	08/07/26 – 10/09/26	44 days
2nd Qtr.	10/12/26 – 12/18/26	44 days
SECOND SEMESTER		
3rd Qtr.	01/12/27 – 03/19/27	44 days
4th Qtr.	03/29/27 – 06/04/27	48 days

NON-SCHOOL DAYS	
Identified in gray	
FIRST DAY OF SCHOOL	
August 7, 2026	
LAST DAY OF SCHOOL	
June 4, 2027	
INSTITUTE DAYS (no students)	
August 5, 2026	
January 11, 2027	
SAP DAYS (no students)	
August 4, 2026	
October 5, 2026	
February 22, 2027	
May 28, 2027	
TEACHER DAY (no students)	
August 6, 2026	
GRADUATE PROFILE (no students)	
March 15, 2027	



District Governance Board

Joetta Fleak, *President*
Ruben Mendoza, *Clerk*
Nadeem Ahmad, *Trustee*
Israel Cortes, *Trustee*
Gladys A. Diebert, *Trustee*
Lucy Salazar, *Trustee*
Ray G. Seibert, *Trustee*

District Administration

Todd Lile, *Superintendent*
Sandon Schwartz, *Deputy Superintendent*
Sheryl Sisil, *Associate Superintendent of Educational Services*
Joseph Aiello, *Assistant Superintendent of Human Resources*
Prince Marshall, *Assistant Superintendent of Student and Family Support Services*
Oracio Rodriguez, *Assistant Superintendent of Leadership*
Arelis Garcia, *Chief Financial Officer*
May Moua, *Area Assistant Superintendent*
Anthony Catalan, *Area Assistant Superintendent*
Erin Falke, *Area Assistant Superintendent*

MADERA UNIFIED SCHOOL DISTRICT

1902 Howard Road ♦ Madera, California
(559) 675-4500

The Madera Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) and bullying based on actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical condition, nationality, national origin, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

For any questions, concerns, or to file a complaint regarding discrimination, intimidation, harassment (including sexual harassment), bullying, or Title IX, contact the school site principal and/or the following compliance officers: Equity Compliance Officers – Area Assistant Superintendents Dr. May Moua at maymoua@maderausd.org, Anthony Catalan at anthonycatalan@maderausd.org, and Erin Falke at erinfalke@maderausd.org or at (559) 675-4500; Title IX Coordinator – Prince Marshall, Assistant Superintendent of Student and Family Support Services, princemarshall@maderausd.org, (559) 416-5826; Section 504 Coordinator – Rebecca McHaney, Director of Special Services at rebeccamchaney@maderausd.org or (559) 416-5845.

SUPERINTENDENT'S MESSAGE

August 2026

Dear Parent(s) or Guardian(s),

As we begin a new school year, we are filled with a renewed sense of purpose and excitement for what lies ahead. Each year brings new opportunities for our students to grow, discover their potential, and build the skills needed to thrive in an ever-changing world.

In Madera Unified, we continue to strengthen the learning experiences available to every student. From our youngest learners to our graduating seniors, we are committed to providing engaging, well-rounded educational opportunities that support academic success and personal development. Our elementary students benefit from enriching experiences in music, art, STEM, physical education, and literacy, while our secondary students continue to access expanded learning opportunities that support both achievement and preparation for life beyond high school.

Central to this work is our MUSD Graduate Profile. This is our promise that every student will graduate prepared—not just with knowledge, but with the ability to think critically, communicate effectively, collaborate with others, and adapt to new challenges. These are the skills that empower students to navigate their future with confidence. Experiences like the Senior Showcase continue to reflect this commitment, providing students with meaningful opportunities to demonstrate their learning and growth.

Equally important is the culture we continue to build across our district. Every employee in Madera Unified is a Student Champion, committed to serving students with kindness, fairness, dignity, and respect. This shared commitment is creating stronger connections, improving outcomes, and fostering environments where students feel supported and inspired to succeed.

We recognize that true success requires strong partnerships between schools and families. Your involvement, communication, and support are essential in helping students reach their full potential. Together, we can ensure that each child receives the opportunities and encouragement needed to succeed.

This handbook is designed to support you in understanding the policies, procedures, and resources available to your family. The most up-to-date information can always be found on our website at <https://www.maderausd.org/>. We encourage you to stay engaged with district communications and reach out to your school site with any questions or needs.

Within the handbook you will find these important topics:

- ☐ Governing Board Policies (BP) and Administrative Regulations (AR)
- ☐ California Education Codes (EC)
- ☐ Special Education, Categorical Funding, and Child Development
- ☐ Dress Code
- ☐ Student Discipline

The MUSD Community Compact continues to guide our work: *Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.* This vision is only possible through strong partnerships with our families and community. We continue to enjoy unprecedented support from our community - elected, business, and faith leaders - as we strive to set the bar of excellence higher each year. Our board, teachers, and support staff leaders are committed to being worthy of that support each and every day!

We are honored to serve you and your students. Thank you for your continued trust and partnership.

Sincerely,



Todd Lile
Superintendent

Todd Lile
Superintendent

Board of Trustees
Joetta Fleak, President

Ruben Mendoza, Clerk
Nadeem Ahmad

Israel Cortes
Gladys A. Diebert

Lucy Salazar
Ray G. Seibert

MADERA UNIFIED COMMUNITY COMPACT

This Madera Unified Community Compact acknowledges our guarantee to all stakeholders – trustees, taxpayers, community partners, students, parents, staff, and leadership – that our identity and philosophy are built upon our best traditions and aligns modern student needs with the highest-level research and professional learning. The MUSD Governing Board believes in fair and equitable opportunities to empower students to learn deeply and live long healthy lives with the widest array of career opportunities. In ever-changing times, the MUSD Governing Board believes in ongoing collaboration with stakeholders to continuously improve student outcomes and college and career readiness.

MUSD GOVERNING BOARD OF TRUSTEES' GOALS

Clarity & Consistency
at All Levels

Changing Perceptions & Mindsets
of Staff & Community

Excellence
In All Things

OUR VISION

Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

OUR MISSION

We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative.

OUR BELIEF STATEMENT

Madera Unified is where students are challenged to broaden their vision, inspired by meaningful opportunities, and strive for authentic achievements.

OUR CREED

WE BELIEVE in...

- Strong relationships between students, staff, parents, and our community
- Rigorous expectations for ALL students with proper supports and opportunities to achieve mastery
- Collaboratively planned relevant, challenging, and creative lessons
- Intrinsic motivation through curiosity, creativity, and choice
- Intentionally engaging classrooms and active learning
- Strong civic engagement through service learning
- The highest student achievement in all areas
- An orderly learning environment with dynamic school cultures
- A financially sound & effective organization

OUR CORE VALUES

These questions frame our decisions when considering expenditures and initiatives. During our Executive Cabinet meetings, we ask ourselves each question aloud and invite debate. We want our budget, programs, and priorities to be aligned to our vision, mission, goals, beliefs, and values to ensure we're moving the district in a positive direction our community and trustees believe in and support.

Equity Before Equality

Will this prioritize equity before equality?

Student Centered

Decision Making

Is this focused on students' needs?

Collaborative Culture

Will this facilitate a collaborative culture in our district?

Excellence for All

Will this promote excellence for all?

Learning Organization

Will this further the development of our learning organization?

Community Relationships

Will this foster and deepen relationships with our community partners?

Results Oriented

Will this be measured effectively and be results oriented?

HONESTY + COMPETENCY = TRUST

Madera Unified School District

STUDENT BILL OF RIGHTS

Resolution No. 32-2020/21

Students have the right to have a socially, emotionally, and physically safe positive school environment; defined as

- a freedom to experience a “safe and inclusive campus; with adults who are committed to protecting and serving all students”; and
- a positive learning environment that is welcoming; and
- empowers students to have confidence in their identities; and
- shows compassion in making mistakes free from ridicule; and
- have administrators who are consistent and approachable; and

Students have the right to be treated with respect and valued by the school community; defined as

- being treated fairly regardless of religion, race, national origin, or disability, sex (including pregnancy, gender identity, and sexual orientation); and
- to attend schools that are free from bullying by students and by adults; and
- to be treated according to their maturity, competency and with compassion; and

Students have the right to inclusive teaching and learning environments in our classrooms; defined as

- having classrooms that feel safe, respectful and welcoming, where everyone can learn; and
- learning opportunities tailored to our individual needs; and
- teachers who care about all students where all means all; and
- teachers who value our educational progress and us as human beings; and
- students are able to see themselves in our schools through challenging and culturally relevant learning; and

Students have the right to effective teachers that are both knowledgeable and supportive; defined as

- individuals who know their content and use various teaching strategies that contribute to a greater understanding; and
- understand that learning starts with relationships; and
- make learning active and visible; and
- are servant leaders who accept feedback from their students; and

Students have the right to equitable quality education, that prepares them for life beyond high school; defined as

- providing instruction that lends itself to differentiation, feedback and re-teaching for proof of mastery; and
- ensures teachers’ skills align with students’ needs; and
- ensures accessibility to the fullest range of rigorous academic classes to all students; and
- provides real life learning opportunities with the widest array of post-secondary options, with the greatest number of choices around College and Career with equity in access to modern technology to support adulthood success; and

Students have the right to Freedom of Expression within an educational context that has clear guidelines and expectations; defined as

- allowing students to exercise our First Amendment rights through various forms and mediums; and
- informing students of these opportunities through a variety of means; and
- providing clear expectations and guidance; and
- providing a defined platform to report violations of student rights without fear of retribution or dismissal of the concern; and

Students have the right to equitable school disciplinary policies and practices that focus on correction not punishment; defined as

- ensuring due process is implemented at every level of infraction; and
- schools adopting positive forms of discipline, aimed at addressing the cause of the behavior and providing an opportunity for students to grow from their mistakes; and
- focusing on the resolution of conflict and restoration of all relationships involved to the extent that is possible; and
- refraining from use of stereotypes, unwarranted attention, and personal interactions that result in mistrust; and
- focusing on bringing the students back into the school community in a positive manner; and

Students have the right to shape decisions that affect our education; defined as

- formalizing opportunities with school board members, district administration, school administration and with our teachers on a regular, scheduled basis because student voice counts

Madera Unified School Board of Trustees hereby proclaims and recognizes on this 23rd Day of March 2021, that the above-mentioned rights be declared as a right of every student within Madera Unified School District.



STUDENT BELIEVER

WE BELIEVE every student has a right to a socially, emotionally, and physically safe, positive school environment and students have a responsibility to express themselves and behave towards other students and staff with honesty, respect, and kindness.

WE BELIEVE students have the right to be treated with respect and valued by the school community and students have a responsibility to be empathetic and mindful in how they act and show their thoughts and feelings with others.

WE BELIEVE students have the right to inclusive teaching and learning environments in our classrooms and students have a responsibility to embrace their chances to learn by keeping open minds and hearts toward others.

WE BELIEVE students have the right to effective teachers that are both knowledgeable and supportive and students have a responsibility to strive to learn, grow, and achieve their best.

WE BELIEVE students have the right to equitable, quality education that prepares them for life beyond high school and students have a responsibility to take risks and explore what they're capable of by seeking variety in what they learn.

WE BELIEVE students have the right to Freedom of Expression within a place of learning that has clear guidelines and expectations and students have a responsibility to reveal their values, creativity, and opinions without harming others and with understanding of differences.

WE BELIEVE students have the right to equitable school disciplinary policies and practices that focus on correction not punishment and students have a responsibility for their actions and will learn how to appropriately react to challenges and conflicts.

WE BELIEVE students have the right to shape decisions that affect their education and students have a responsibility to properly and clearly share their views on such matters when chances arise to do so.

IMPORTANT PHONE NUMBERS

<i>Elementary Schools (K-6)</i>		<i>Middle Schools (7-8)</i>	<i>High Schools (9-12)</i>
Alpha 900 Stadium Road (559) 661-4101	Lincoln 650 Liberty Lane (559) 675-4600	Jack G. Desmond 26490 Martin Street (559) 664-1775	Madera High 200 South L Street (559) 675-4444
Berenda 26820 Club Drive (559) 674-3325	Millview 1609 Clinton Street (559) 674-8509	Martin Luther King Jr. 601 Lilly Street (559) 674-4681	Madera South 705 West Pecan Avenue (559) 675-4450
Cottonwood Creek 2600 East Pecan Avenue (559) 664-9701	Nishimoto 26460 Martin Street (559) 664-8110	Thomas Jefferson 1407 Sunset Avenue (559) 673-9286	Matilda Torres 16645 Road 26 (559) 416-5909
George Washington 509 D South Street (559) 674-6705	Parkwood 1150 East Pecan Avenue (559) 673-2500	Additional School Options	
James Monroe 1819 North Lake Street (559) 674-5679	Sierra Vista 917 East Olive Avenue (559) 674-8579	Pre-School Department 1816 Howard Road, Suite 1 (559) 675-4490	
John Adams 1822 National Avenue (559) 674-4631	Virginia Lee Rose 1001 Lilly Street (559) 662-2662	Furman Independent Study (K-12) 955 West Pecan Avenue (559) 675-4482	
John J. Pershing 1505 East Ellis Street (559) 664-9741		Madera Technical Exploration Center (8) 955 Lilly Street (559) 416-5935	
<i>Elementary Schools (K-8)</i>		Ripperdan Community Day School (7-12) 26133 Avenue 7 (559) 674-0059	
Dixieland 18440 Road 19 (559) 673-9119	James Madison 109 Stadium Road (559) 675-4630	Mountain Vista Continuation (9-12) 1901 Clinton Street (559) 675-4580	
Eastin-Arcola 29551 Avenue 8 (559) 674-8841	King Husein 3480 W. Cleveland Avenue TBD	Madera Adult Education 2037 West Cleveland Avenue (559) 675-4425	
Howard 13878 Road 21½ (559) 674-8568	La Vina 8594 Road 23 (559) 673-5194		

Service Departments

Child Nutrition	(559) 675-4546
Community Services and Parent Resources Centers	(559) 416-5842
Facilities Planning and Construction Management	(559) 675-4548
Student and Family Support Services (Resource Directory of Community Services)	(559) 416-5842
Transportation	(559) 673-2288

MESSAGE FROM THE PRINCIPALS



Welcome to High School! Our goal is to continue to strive towards excellence and promote a positive school culture where students feel safe and welcome. Every stakeholder, whether they are a parent, student, staff member, or community member has a significant role in accomplishing this goal. A climate of civility and respect amongst all is key to students enjoying a positive high school experience.

In the pages ahead you will find all of the information you will need to navigate yourself successfully through the coming year at Madera High School, Madera South High School, and Matilda Torres High School. You will find information about athletics, expectations for your behavior, guidelines for appropriate dress, consequences for inappropriate behavior, extra and co-curricular activities, graduation requirements, college entrance requirements, and most importantly, the names of those on campus who are here to help you.

This handbook is designed to communicate the basic expectations of Madera High School, Madera South High School, and Matilda Torres High School so that students and parents alike understand the policies, rules, and procedures governing the way students, staff, and others relate within the high school community. We expect students and parents to become familiar with the basic ideas incorporated in this handbook. The school staff and administration have the responsibility to ensure that all policies are administered fairly and equitably and that all members of the school community have the opportunity to be heard.

As we embark on the journey ahead, know that you are supported and valued by all of our staff members. We want to partner with you and your parents to make your time at Madera High School, Madera South High School, or Matilda Torres High School engaging, memorable and academically challenging. Our goal is for you to be equipped with the 21st Century skills that are essential to become College and Career ready. Our staff is involved both in and out of the classroom to “make a difference” and want all students to be able to graduate. I hope you will take advantage of the many activities that are offered and become an integral member of our School Community.

Robyn Cosgrove, *Madera High School Principal*
Jennifer Thao, *Madera South High School Principal*
Sabrina Rodriquez, *Matilda Torres High School Principal*

Leadership Team

Madera High School

Principal - Robyn Cosgrove
Vice Principal - Manuel Aquino
Vice Principal - Fabian Casillas Iniguez
Vice Principal - Elizabeth Puga
Vice Principal - Christina Prince
Vice Principal - Patick Nolan
Activities Director - Isaac Lopez
Athletic Director - John Fernandez

Madera South High School

Principal - Jennifer Thao
Vice Principal - Will Quaschnick
Vice Principal - Erica Gamino
Vice Principal - Christopher Salone
Vice Principal - Danny Silva
Dean of Curriculum - Rachel Lopez
Activities Director - Benjamin Cummings
Athletic Director - Joshua Adams

Matilda Torres High School

Principal - Sabrina Rodriquez
Vice Principal - Jacob Mortier
Vice Principal - Kelli Spence
Vice Principal - Ericka Moran
Vice Principal - Pilar Bell
Dean of Curriculum - Hilda Castellon
Activities Director - Bryan Speed
Athletic Director - Jordan Murphy

VISION FOR LEARNING

	Madera High School <i>Home of the Coyotes</i>	Madera South High School <i>Home of the Stallions</i>	Matilda Torres High School <i>Home of the Toros</i>
LOGO			
MISSION	We are committed to creating and sustaining a culture that empowers Madera High School students to be college and career ready contributing members of society.	It is the mission of Madera South High School that all students will graduate with the skills to ensure they are caring, competent, critical thinkers who are prepared for college, career, and community success.	To inspire responsible college and career ready citizens who value the importance of academic and personal achievement, so that they become productive members of our community.
VISION	Madera High will set high standards for perseverance, respect, integrity, and dedication, with a commitment to excellence.	In partnership with families and community, we help to create lifelong learners through strong relationships, high expectations with support, and an unwavering commitment to succeed.	Torres High School students and staff alike will espouse the We are T.O.R.O.S. (Trustworthy, Optimistic, Resilient, Open-minded, and Selfless) beliefs.
ALMA MATER	Hail to Madera All Hail to Thy Fame Thy Colors Ever Victorious Our Love Ever The Same To Thee We Pledge Our Loyalty May We Never Fail Our Name Be Ever Glorious All Hail, Hail, Hail!!	Boldness of purple, strength of black. We will fight and attack. Any that oppose cannot survive Our Stallion Pride forever alive All Hal Madera South High. All Praise Stallion Pride. Our colors bleed true. Our pride pull through Victories we will gain Our bonds will remain All Hal Madera South High. All Praise Stallion Pride.	Here's to you, our Alma Mater, True to you we'll always be. Standing for our Torres Toros, One united family. Wave the Cardinal, White, and Silver, Show with pride your loyalty. Though we'll part from one another, Toros we will always be.



Think
critically and creatively to solve problems



Adapt
to new challenges by reflecting and growing



Communicate
effectively in multiple mediums, languages and creatively solve problems



Collaborate
with others to achieve more together



Produce
quality work through initiative, self-direction, and perseverance



Contribute
to the success of the community and world

ACADEMICS

Academic Integrity

Academic honesty and personal integrity are fundamental components of a student's education and character development. The school's goal is to help each student realize their full academic potential and become a responsible and productive citizen and lifelong learner. Therefore, students are expected not to cheat, lie, plagiarize, or commit other acts of academic dishonesty.

When students cheat or plagiarize, their work does not reflect their own efforts or understanding, and it gives them an unfair advantage over other students. *Cheating* includes, but is not limited to: copying the work of others (including both class work and homework); having someone else do the homework or assignment; stealing someone else's idea for an assignment or project; using notes on tests or quizzes when such notes have been prohibited; or giving others answers to a test or quiz. Examples of *plagiarism* include, but are not limited to: copying part or all of another person's work and submitting it as one's own; passing off the ideas or words of another as one's own without giving credit to the source; or paraphrasing from a different source without citing those sources. This is because any original work is considered the intellectual property of the person who created it – when another person's work is plagiarized, it is a form of stealing their intellectual property.

Students who engage in academic dishonesty will be referred to an administrator or counselor and may be disciplined accordingly. Consequences are cumulative and may include the student receiving a "0" on the assignment or test, without the opportunity to make it up. To avoid this, students should master and use the correct skills to cite sources, ask for help when questions arise regarding cheating or plagiarism, and not participate in sharing or receiving answers from others.

Grades and Course Credits

Grades help students and parents understand performance expectations, represent an accurate evaluation of the student's achievement, and identify a student's strengths and areas of needed improvement using a system that is familiar and understandable. Students will receive letter grades based on assignments and assessments related to the California Content Standards. Behavior, effort, and attendance are reported in separate evaluations, not in the student's academic grade. However, if a student misses a class without an excuse and does not subsequently show mastery or makes up any missed assignments within a reasonable period of time, the teacher may lower the student's grade for nonperformance.

Academic achievement is reported using the following scale:

A (90-100%)	Outstanding Achievement	4.0 grade points
B (80-89%)	Above Average Achievement	3.0 grade points
C (70-79%)	Average Achievement	2.0 grade points
D (60-69%)	Below Average Achievement	1.0 grade points
F (0-59%)	Little or No Achievement	0.0 grade points

Each student's cumulative grade point average (GPA) is calculated by using the grade points assigned to each letter grade. The grade points are totaled and divided by the number of courses/subjects completed. In recognition of the more rigorous nature and extra work that Advanced Placement and Honors courses require, students will receive an extra grade point for a grade of A, B, or C.

Pass/Fail Grade (General grading procedures under AR 5121)

For certain courses or programs, students may, with parent permission, elect to earn a Pass or No Pass (Fail) grade instead of a letter grade. Students who receive a Pass grade will be awarded the appropriate course credits, but the grade will not be counted in determining class rank, honors lists, or membership in the California Scholarship Federation. Students who receive a Fail grade will not receive credit for taking the course.

Pass/No Pass Grade

Pass/Fail courses are traditionally not accepted by the California State University, University of California and various 4-year colleges and universities. Please visit the admissions page for any college or university you are interested in applying to before requesting a change in grading.

Incompletes

An Incomplete (I) will be given only when a student's work is not finished or when a student has missed taking the course final because of illness or other excused absence. If not made up within six weeks, the Incomplete becomes an F. For

absences during finals week that are planned, it is the responsibility of the student/parent to notify the counselor and teacher(s) at least 10 days in advance so that the teacher can provide assignments or an alternative for the missed school days prior to the student’s departure.

Repeating a Course

When a student repeats a course required to satisfy college admission requirements for a higher grade of C or better, both grades received will appear on the student’s transcript and must be reported on the admission application. The student will receive credits towards the subject area only once for taking the course, and the credit for the lower grade received will be used as elective credits towards graduation requirements.

Awarding Credits/Partial Credits

Credits for courses completed with a grade of D or better will be awarded according to the time the student was enrolled in a course using the following guidelines:

- 5.0 credits can be earned at the completion of each semester
- 2.5 credits can be earned at the completion of each quarter
- 0.5 credits can be earned for each nine days of enrollment (partial credit)

Students who miss more than 10 days of school may be dropped from the course and earn partial credits. Non-transfer students enrolling in school more than 20 school days after the beginning of a semester are eligible to receive partial credits for that semester. All such students have the option to attend Furman High School to enable them to earn additional credits for that semester. This does not include students deemed English Language Learner Newcomers.

Grade Reporting

To provide parents an opportunity to be involved in the educational process, report cards and progress reports are issued according to the following schedule:

First Progress Report.....	End of the Fourth (4 th) Week
Quarter Progress Report.....	End of the Ninth (9 th) Week
Third Progress Report.....	End of the Thirteenth (13 th) Week
Semester Grades.....	End of the Eighteenth (18 th) Week

Additionally, Senior Warning Notices will be sent by mail five weeks prior to the end of each semester for seniors who are in danger of failing and not meeting graduation requirements.

Parents are encouraged to utilize their Parent Portal account on AERIES (accessed through the Madera Unified School District website) to see current grades and monitor their student’s progress more closely, with the exception of Dual Enrollment Courses. Please refer to the Dual Enrollment Contract for more information. Parents will also have the opportunity to meet with their child’s teacher(s) to discuss grades and strategies to improve their child’s performance.

Academic Recognition Awards

Students who exhibit excellent academic achievement may earn special recognition including: 4.0 Awards Night, CSF Awards Night, Academic GPA Cards, and Valedictorian.

Homework Policy

Relevant and meaningful homework assignments contribute toward building responsibility, self-discipline and life-long learning habits, and directly influence a student’s ability to meet academic standards. Homework, whether assigned to be completed individually or with a group of students outside of the classroom setting, can include working on a specific assignment or project, reading for knowledge or pleasure, or studying for a test. Homework will be assigned when necessary to:

- Give students the opportunity to practice, reinforce, or review skills learned in class. (*Note: If a student was not present for the lesson, the teacher may decide not to assign the homework to avoid confusion.*)
- Extend learning beyond the classroom.
- Enable students to complete unfinished class assignments.
- Teach and reinforce a positive work ethic.

Homework assignments will be reasonable in length and appropriate to the grade level and course. The number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. For

students with disabilities, homework will be assigned in accordance with their individualized educational program (IEP) or Section 504 plan. For days when no assignment is given, students should read at least 30 minutes.

Although it is the student's responsibility to undertake assignments independently, parents may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete homework, the teacher will notify the student's parents as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

Physical Education

Pursuant to guidance issued by the California Department of Education and the Education Code, schools may require students to wear standardized clothing for P.E., including clothing of a specific color and design suitable for general wear outside of school. To prevent any health or safety hazard, students are required to wear the following items for their P.E. classes:

School	Shorts	T-Shirt	Sweatpants	Shoes
<i>Madera High School</i>	Royal Blue or Gray	Royal Blue or White	Royal Blue or Gray	Laced athletic shoes and socks
<i>Madera South High School</i>	Purple	White	Sweat Suit (Solid black or black with white stripes)	Laced tennis shoes
<i>Matilda Torres High School</i>	Cardinal	Gray	Gray	Laced athletic shoes and socks

Slip-on shoes, boots, flip flops, heels, dress shoes and sandals are not permitted. For the student's protection, it is suggested that PE clothes be visibly marked with the student's name.

Students may purchase a P.E. uniform compliant with these general design requirements through the High School's Business Office or from outside sources. All proceeds raised through the purchase of P.E. uniforms from the school will go to the Associated Student Body. A student's grade will not be lowered or otherwise impacted upon any failure to wear compliant P.E. clothing if such failure was clearly beyond that student's control. Students unable to comply with the uniform requirements should inform their P.E. instructor.

Medical Excuse

A student who is ill may be excused from participation for the day if a note from the parent is provided. A doctor's note is required to excuse a student from participation for two or more consecutive days. All notes must be turned in to the health office. Students will be given an alternative assignment while not participating in any P.E. activities. If a student becomes sick or is injured in class, the student MUST REPORT IT TO THE TEACHER IMMEDIATELY.

Religious Fasting

A student will be granted an accommodation in connection with any physical activity components of a P.E. course during a period of religious fasting. The parent must submit a written note to the principal to request for the accommodation. Students will be given an alternative assignment while not participating in any P.E. activities.

P.E. Lockers and General Use Lockers

Each student will be assigned a locker and provided with a combination lock from their P.E. instructor. Students will be responsible for replacing any lost or cut-off locks. Students must TAKE CARE OF THEIR OWN LOCK AND LOCKER, and follow these guidelines:

- Do not store any items of value in the locker
- Do not give out or share locker combinations
- Do not share lockers
- Do not leave the locker unattended
- Check the lock before leaving class

Any items left out or not locked are not the responsibility of the school. The school accepts ZERO liability for lost or stolen personal items, clothes, or locks.

Assigned lockers and locks remain the property of school and are subject to inspection by school authorities at any time. Each student will be financially responsible for the care of their assigned lock and locker. The site reserves the right to remove by key, or by cutting, all unauthorized locks.

Graduation Requirements

To obtain a diploma of graduation, students must complete the course of study prescribed by the MUSD at the high school where they are enrolled. These requirements include earning a 2.0 or above grade point average from having successfully completed a minimum of 230 credits in required courses. The following chart shows the required courses to obtain a high school diploma from the District, and the statewide course requirements for eligible students, as described below.

SUBJECT	MADERA USD BOARD-ADOPTED COURSEWORK	STATEWIDE COURSE REQUIREMENTS
Social Science	30 Credits (3 years) <i>10 - World History</i> <i>10 - US History</i> <i>5 - Civics</i> <i>5 - Economics</i>	30 Credits (3 years) <i>10 - World History</i> <i>10 - US History</i> <i>5 - Civics</i> <i>5 - Economics</i>
English	40 Credits (4 years)	30 Credits (3 years)
Mathematics	30 Credits (3 years) <i>Including Algebra 1 or Math 1</i>	20 Credits (2 years) <i>Including Algebra 1</i>
Science	20 Credits (2 years) <i>Including biological and physical science</i>	20 Credits (2 years) <i>Including biological and physical science</i>
World Language, Visual & Performing Arts, Career Technical Education	10 Credits (1 year) <i>In any of the subjects</i>	10 Credits (1 year) <i>In any of the subjects</i>
Electives	70 Credits	N/A
Physical Education	30 Credits (3 years)	20 Credits (2 years)
Total	230 credits	130 credits

Additional Requirements

The following are a list of additional requirements to the chart provided above:

- Beginning with the Class of 2025, students must demonstrate mastery of the Madera Unified Graduate Profile through successful completion of the Senior Portfolio and Showcase.
- Beginning with students graduating in the 2029-30 school year, students must also complete a one-semester course in ethnic studies.
- Beginning with students graduating in the 2030-31 school year, students must also complete a stand-alone one-semester course in personal finance.

Graduation Requirement for Occupational Education (OE-II)

Madera Unified School District requires that each student create an employment portfolio consisting of a resume, letter of introduction, employment application and at least one letter of recommendation. In addition, each student will be required to participate in an interview with a local businessperson. Students must score at least a 4 on a 6-point scale on both the portfolio and the interview to pass this requirement. +Training is provided by the school's English department and from local business partners. Students failing either one of the components will be given multiple opportunities to retrain and resubmit the portfolio or reattempt the interview. Students enrolled after the portfolio process are exempt from the OE-II requirement.

Considerations for Eligible Students

As it relates to the information in this section, an "eligible student" is a student in foster care, student experiencing homelessness, former student in Juvenile Court now enrolled in a school district, child of a military family, migratory student, or newcomer student.

Coursework and Credits. Eligible students transferring out of a school will receive an official transcript which reflects full and partial credits and grades earned by the student, including:

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed.
2. Separate listings for credits and grades earned at each school attended so it is clear where credits and grades were earned.
3. A complete record of the student's seat time, including both period attendance and days of enrollment.

If the new school has knowledge that the transcript from the transferring school may not include certain credits or grades, the new school will contact the prior school within two business days to request that the full or partial credits be issued. The prior school must then issue appropriate credits and provide all academic and other records to the new school within two business days of the request.

Schools must accept and issue full credit for any coursework that an eligible student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. Schools cannot require an eligible student to retake any course that the student has already satisfactorily completed or to retake the portion of a course that the student partially completed unless the school, in consultation with the student's education rights holder, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the eligible student will be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

An eligible student cannot be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Exemption from Board-adopted Coursework. In order to graduate from high school, all students must complete the graduation course requirements that are specified in EC 51225.3 ("statewide course requirements"), as well as any other course requirements adopted by the Board ("Board-adopted coursework"). An eligible student, except for a newcomer student, who transfers into the District or between schools any time after completing the second year of high school, or a newcomer student who is in the third or fourth year of high school will be exempted from any Board-adopted coursework that are in addition to statewide course requirements, unless it has been determined that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school. If not exempted, the student will be reevaluated for eligibility the following academic year based on the student's course completion status at that time.

Eligible students will receive notification of the availability of the exemption and whether they qualify for it. If an eligible student was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or educational rights holder may request the exemption, and the student will be exempt. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible.

An eligible student also has the right to remain for a fifth year to complete either the statewide course requirements or the District's graduation requirements.

Any complaint that the District has not complied with requirements, as specified in EC 51225.1 and 51225.2, may be filed in accordance with the District's Uniform Complaint Procedures.

Additionally, for a student with a disability, eligibility for an exemption from Board-adopted coursework requires that the student's IEP provides all of the following:

1. The student's IEP team has deemed the student eligible to take the state alternate assessment as described in EC 60640(k).
2. The student is required to complete state standards aligned coursework to meet the statewide course requirements specified in EC 51225.3.

Course Scheduling

Course descriptions can be found online at <https://courseguide.madera.k12.ca.us/courses/>

Schedule Change Policy

The following process will be used for handling program changes:

- Students will have the opportunity in the Spring semester to review their course requests for the following school year. Students must see their counselor before the established deadline to request changes.
- Students will receive their final class schedule prior to the first day of school to review course placement. Students must see their counselor prior to the first day of school to request any changes.
- Starting the first day of school, student-requested schedule changes will only be considered due to misplacement in academic courses.

ALL COURSE CHANGES WILL BE MADE PRIOR TO THE FIRST DAY OF SCHOOL. NO PROGRAM CHANGES WILL BE MADE TO ACCOMMODATE TEACHER/PERIOD PREFERENCE.

Credit Recovery

Students who fail a course must retake the course to meet graduation requirements. Students will need to retake the course during summer session or use the existing online credit recovery program after school.

Supplemental Academic Programs

Career Technical Education (CTE)

The schools offer industry aligned elective courses organized as Career Pathways. Career Pathways provide an academically rigorous set of standards and are aligned to industry knowledge and skills. Students completing a MUSD Career Pathway may have the opportunity to attain industry recognized and valued certifications. For more information, go to: <http://courseguide.madera.k12.ca.us/>

Intra-Curricular Clubs

The schools offer Career Technical Student Organizations (CTSO) that are aligned with the career pathways. CTSOs extend teaching and learning through innovative programs, business and community partnerships and leadership experiences at the school, state, and national levels. Current clubs include Educators Rising; Future Business Leaders of America (FBLA); Family, Career and Community Leaders of America (FCCLA); Health Occupations Students of America (HOSA), SkillsUSA; and FFA. To be involved in a CTSO, students need to contact their advisor for more information.

Co-Curricular Activities

The school offers programs, and learning experiences that complement, in some way, what students are learning in school (*i.e.*, experiences that are connected to or mirror the academic curriculum). Many of these programs are classes taken during the school day. Students should contact the counselor to enroll in a class, and/or contact the activities director for more information about co-curricular programs that meet at lunch and/or after school.

Advanced Placement (AP)/Honors Courses

Students who are interested and prepared for rigorous, college-level courses may enroll in AP and/or Honors courses. Successful completion of AP courses, and the related tests, allow students to earn college credit, qualify for more advanced classes in college, and have a greater advantage when applying to college.

As students begin their AP journey, they will find commonalities among all of the AP courses and instructors. These commonalities consist of the following:

- Coming to class MOTIVATED.
- Completing all assignments – this is AP and having missing assignments is unacceptable.
- Turning in homework at the beginning of class – not in the middle or at the end.
- Receiving only half credit for late assignments.
- Being expected to take the AP exams, which have varying fees per test. Fee waivers are available for qualifying students.

Once enrolled in an AP class, if a student finds that they would like to transfer to a regular class, there are two acceptable times to do this. The first opportunity is during the first 6 weeks of the school year. After that time, students must complete the first semester. At the end of the first semester, students will have a second opportunity to transfer out for the second semester. Students must see their counselors during finals week (last school week in December). No transfers will be allowed once the second semester has begun in January and students will be expected to take the AP Exam.

Madera Center College Advantage Program (MCCAP)

MCCAP is designed to help high school seniors with the transition from high school to a successful college experience. Students earn both high school and college credit for the classes taken at the college center. Please see a counselor for program requirements.

Dual Enrollment

The school offers several courses taught by school staff in which students may earn college credit during high school. Please see a counselor for program requirements.

Financial Aid/Cal Grant

Financial aid can come from federal, state, school, and private sources to help students pay for college or vocational school. Completing and submitting the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application (CADAA) will help determine a student's eligibility for financial aid.

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students in applying for financial aid, all students in the 12th grade are automatically considered a Cal Grant applicant and will have their GPA submitted to the California Student Aid Commission (CSAC) electronically by the school. A parent, or a student 18 years of age or older, who does not wish for the school to electronically send CSAC the student's GPA may complete and submit the [Cal Grant GPA opt-Out Form](#) before March 1 of the student's 11th grade year.

Each 11th grade student will be advised to complete the grade 11 financial aid lessons on the [CaliforniaColleges.edu](#) platform that will include, but not necessarily be limited to, material related to all of the following:

- Types of documentation and personal information required
- Explanation of definitions used in the application
- Eligibility requirements for student financial aid
- Application timelines and submission deadlines
- Importance of submitting applications early

The school will ensure that each 12th grade student completes and submits either a FAFSA or CADAA to the CSAC. Students should only complete one of the applications based on their citizenship and residency status. All personal information, including immigration status, of students and their families will be protected according to state and federal privacy laws and regulations. The parent or student, if 18 years of age or older, may opt out of the requirement by filling out and submitting an opt-out form developed by the CSAC.

Please see the school counselor for a paper copy of the FAFSA or the CADAA; otherwise, visit the following websites for more information: FAFSA - <https://studentaid.gov/>; CADAA - <https://dream.csac.ca.gov/>.

College Entrance Requirements

To be eligible for admission into a community college, the following guidelines apply:

- Any graduate of an accredited high school may attend.
- Any student who is 18 years of age or over and able to profit from community college instruction may be admitted.
- Students who pass the California High School Proficiency Exam or G.E.D. may be admitted.
- There are prerequisites for placement in English and math classes.
- Application process:
 - Complete the Community College application in the Fall semester of senior year.
 - For the State Center Community College District, participate in the Registration-To-Go process at the high school during the Spring semester of senior year.

To qualify for admission into a University of California or California State University (UC/CSU) school, a student must, at minimum, complete specific high school courses (referred to as the “A-G” courses) with a grade of “C” or better and must possess a high school diploma or the equivalent. Some schools have higher standards or additional admission criteria, such as a minimum grade point average (GPA) and/or scores on the SAT or ACT tests.

SUBJECT	CSU	UC
A History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND	
	1 year of history/social science from either the A or G subject area	1 year of world history, cultures, or historical geography (including European History) from the A subject area
B English	4 years/8 semesters of college preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD)	
	Advanced ESL may be substituted for one of the 4 years of English	The ESL/ELD cannot meet the senior year of English

SUBJECT	CSU	UC
C Mathematics	3 years/6 semesters (4 years/8 semesters recommended) of mathematics (including or integrating topics covered in algebra I and II, geometry)	
	N/A	Completion of a geometry course (or integrated math courses with geometry content)
D Laboratory Science	2 years/4 semesters (3 years/6 semesters recommended) of laboratory science	
	At least 1 year of physical science and 1 year of biological science, one year must be from the D subject area and the second year may be from the D or G area	Must include at least two of the three foundational subjects of biology, chemistry, and physics; or 2 years of a 3-year NGSS integrated science model; or 1 year of biology, chemistry or physics and 1 year of an approved lab science chosen from the earth & space sciences or interdisciplinary sciences disciplines
E Language Other than English	2 years/4 semesters (or equivalent to the 2 nd level of high school instruction) of a language other than English. Courses, including American Sign Language, must be in the same language. (3 years/6 semester recommended)	
F Visual and Performing Arts	1 year/ 2 semesters (or two one-semester courses in the same discipline) chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual Arts	
G College Preparatory Elective	1 year/2 semesters of elective course work chosen from any area on approved A-G course list	

INSTRUCTIONAL SUPPORTS

Title I

LEAs target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet State academic standards. Schools enrolling at least 40 percent of children from low-income families are eligible to use Title I funds for schoolwide programs designed to upgrade their entire educational programs to improve achievement for all students, particularly the lowest-achieving students. Title I is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards. Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a “schoolwide program” to upgrade the instructional program for the whole school. Title I schools with less than the 40 percent schoolwide threshold or that choose not to operate a schoolwide program offer a “targeted assistance program” in which the school identifies students who are failing, or most at risk of failing, to meet the State’s challenging academic achievement standards. Targeted assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students. Both schoolwide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities. Under Title I, LEAs are required to provide services for eligible private school students, as well as eligible public school students. In particular, section 1120 of Title I, Part A of the ESEA, requires a participating LEA to provide eligible children attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers, and their families. These services must be developed in consultation with officials of the private schools. The Title I services provided by the LEA for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school. For additional information on services to eligible private school children, see the U.S. Department of Education webpage on [Education Choice](#).

Library

The Library is available as a learning resource for student use before school, during break, at lunch, and after school. It is open every day from 8:00 a.m. to 4:15 p.m. Students are encouraged to use the Library to do research, study, and read.

Any books that are checked out are due on or before the date printed on the inside cover of the book, and fines may accrue for every day they are late. Unpaid fines will result in a hold of the student's grades, transcripts, or diploma, as well as ineligibility to participate in the graduation ceremony.

Textbooks and Other School/District Property

Textbooks and other school/district properties (e.g., chromebooks, library books, school supplies) may be issued to students at the beginning of the school year or semester and must be returned at the end of the school year or when requested by the school. Each student is responsible for the proper care of items loaned to them by the school, and parents will be responsible for any lost or damaged school/district property. If any item is stolen, the student should immediately report it to the administrator.

The school may withhold grades, diploma, or transcript from the student and parent if the student willfully damages any school/district property or willfully does not return school/district property loaned to the student upon demand until restitution is paid.

Internet Use

Madera Unified School District's Acceptable Use Policy outlines the rules governing student and employee use of District and school data communication networks, the intranet, and internet safety, and provides education about appropriate online behavior, including interacting with other individuals on social media networking sites, and cyberbullying awareness and response. This policy includes the use of computers in class (Chromebooks and iPads), computer labs, and the library. All students must submit an Acceptable Use Agreement signed by a parent in order to use any technological resources on campus.

Field Trips

Academic field trips are meant to supplement and enrich the classroom learning experience, lead to increased student achievement, and foster student engagement. They are to be conducted in connection with the adopted course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co-curricular activities.

Field trips may also be intentionally planned to incentivize appropriate behavior and academic progress during the school year. For these trips, students that do not meet the established criteria (e.g., grades, behavior, attendance) will not be eligible to attend.

Participation Guidelines

Before a student can participate in a school-sponsored trip, parent permission slips must be signed and returned to the school. All school rules apply on school-sponsored field trips. Violations of any school rules will be dealt with the same way as if the infraction had occurred on campus. If a student is suspended during the time frame of a scheduled field trip, that student is not eligible to attend the trip. Administration may also exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

Chaperones

All chaperones who will be supervising a group of students must be fingerprinted, cleared through Megan's Law, and sign a chaperone form. To maintain student safety during a field trip, a student's siblings and/or other family members are not permitted to accompany the chaperone. Additionally, anyone who is NOT cleared by the office as a volunteer/chaperone will NOT be allowed to have contact with students at any time during a field trip.

A parent chaperone who wishes to transport their student home from a field trip, must complete an "Authorization to Transport" form 24 hours in advance; otherwise, the student will return to the school on the school bus.

Short-term Independent Study

Short-term independent study can be provided to a student who will be absent from school for 15 or fewer cumulative school days. A parent who would like to request short-term independent study for their student should contact the student's counselor or administrator to begin the process.

For each participating student, a written agreement must be signed by the student, the student's parent or caregiver (if the student is less than 18 years of age), the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. The written agreement may be signed at any time during the school

year in which the independent study program takes place, but parents may be provided with the agreement at or before the beginning of the school year to ensure timely commencement of the program.

Since it is a voluntary program of study, the student must live up to the contract provisions, and the parent is expected to supervise the completion of the Independent Study Agreement. Failure to do so may result in little or no credit being given for the work completed.

Work Experience/Work Permits

Part-time employment can provide students with income as well as job experience that can help them develop appropriate workplace skills and attitudes. Upon obtaining an offer of employment, students who are minors must obtain work permits from the Work Experience Coordinator in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session. Students may also be eligible to receive course credits for a part-time job if they complete the required coursework. For more information, visit <http://www.maderacte.com/>.

After School Program

The After School Program provides tutoring, remediation and enrichments. Students are provided with a snack and transportation after school.

EXTRACURRICULAR ACTIVITIES

Associated Student Body

The school provides opportunities for students to run for student government. Any student has the ability to run for a class officer position at the end of August. Students who wish to run for an elected associated student body officer must first submit an application to be part of our student government class and undergo an interview. If they are selected, students will have the opportunity to run for an elected student body office which consists of campaigning, interview with presentation and semester grades will be configured in the overall score. Students may also be interviewed to be appointed as a student body officer.

Dances

The school hosts dances on and off campus throughout the year. Student identification cards are required for admission. Participation may be based on a student's grades, attendance, and behavior. Only students who are eligible may attend dances. Students on the Loss of Privilege list may not attend dances. The school also reserves the right to refuse entrance to dances.

Extracurricular Activities

The school offers a variety of clubs and other extracurricular activities for students. Please refer to the school website for more information.

We believe that extracurricular activities, including athletics, should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. We also believe that the highest potential of activities is achieved when participants are committed to pursuing victory with honor according to leadership, academics, service, and sportsmanship. This Code applies to all students involved in extracurricular activities, including athletics, and violations may result in removal from the activity. Please see Athletic Handbook for Violations of Code of Conduct for Extracurricular and Co-Curricular Activities.

Sports/Athletics

See the MUSD Student & Parent/Guardian Athletic Handbook for more information.

NCAA Eligibility Standards

Athletes are required to complete specific classes in order to meet the NCAA requirements to be eligible to play a sport in college. Athletes also need to be registered in the Eligibility Center. Please see the site Athletic Director for more details.

Athletic Insurance

In order to participate in athletics in the State of California, students must have accidental injury insurance that covers medical and hospital expenses. Members of school athletic teams include members of school bands, orchestras, cheerleaders and their assistants, pom and dance team, team managers and their assistants, and any student selected by the school or student body organization to directly assist in the conduct of the athletic event.

Students with their own health insurance that meets the standards of EC 32220-32225 do not need additional insurance. However, students who would like additional coverage or need primary coverage, may purchase the insurance through Myers-Stevens during student registration and throughout the school year. This coverage meets or exceeds all requirements relating to medical and hospital benefits for accidental bodily injury sustained while practicing and/or traveling to or from inter-school athletic contests during the season of the sport. Some students may also qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling 1-800-880-5305.

Yearbook

Students in grades 9-11 will have two opportunities in the fall to have their picture taken for the yearbook. Seniors will also have the opportunity to have a senior portrait included in the senior section of the yearbook. Please refer to your school site for specific details on adding the senior photo. All 4th year students who submit a picture from this studio will be in the senior section of the yearbook regardless of credits.

Graduation Ceremony

The Faculty and Administration are committed to continuing the tradition of a commencement ceremony that allows all of the members of the class to be honored in a dignified manner. We believe that this ceremony should be one in which each student has their “moment in the sun.” To allow this opportunity for each of our graduates the following expectations have been established for the members of the class, as well as the audience:

- Graduates must participate in graduation practice with final clearance
- Sit quietly while others are speaking
- Refrain from displays of emotion and loud noises that detract from, or interfere with, the recognition of others
- Follow all guidelines for caps and gowns
- Treat the ceremony with respect and dignity

No spectators will be allowed onto the field before, during or after the graduation ceremony.

Photos by a local photographer will be taken of each graduate as they receive their diploma and will be available for purchase.

Prohibited Items

The following guidelines address the prohibited items for both the graduates and the spectators:

- Graduates may not possess or use items such as beach balls, frisbees, etc. that might disrupt the ceremony. Such items will be confiscated and not returned.
- During the ceremony, graduates may not bring items such as cameras, cosmetics, wallets, purses, flowers, etc. Such items will be confiscated and kept until the ceremony ends. These personal items should be left at home or with a family member or friend who is a spectator at the ceremony.
- No balloons or noisemakers are allowed.
- No food or drinks will be allowed into the stadium, except for senior citizens and infants. Sealed bottled water is allowed. High School PTA's will operate limited item concession stands throughout the stadium for the convenience of our guests.

Disciplinary Considerations

Graduates are expected to conduct themselves appropriately and are subject to the same rules and regulations for their behavior as when they are at school and during school-sponsored activities. Graduates who cannot behave appropriately will be warned – if they continue to behave in a way that causes a distraction from the ceremony, the offending student will be removed.

Graduation Tickets

Each graduate will receive a specified number of tickets for family/friends to attend the graduation ceremony. Extra tickets will be provided to student graduates on a limited and first-come first-serve basis; otherwise, students who need more than

the tickets allotted should look to find members of the class who may have extras. For the safety of everyone, all guests must have a graduation ticket to enter the stadium, and all guests are subject to search.

ATTENDANCE

Attendance Policy

Regular attendance plays an important role in student achievement and is an important life skill that will help students graduate from college and keep a job. When students do not attend school regularly, they miss out on fundamental academic and social skills and the chance to build a habit of good attendance.

Students who are 18 years of age or older (adult student) are not required to attend a comprehensive high school, and may opt to attend adult school or seek other educational opportunities. However, adult students who choose to remain in high school must abide by all of the school's expectations and regulations set forth for all students as outlined in this Handbook and the District's board policy, including attending school regularly and on time.

Absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session. Vacations should be planned around holidays. Parents and students must make school attendance a priority.

Steps to follow when a student is, or will be, absent from school:

1. The parent (or adult student) must verify the student's absence, providing a reason for the absence. *(See notification below on "[Absence Verification](#)".)*
2. The student should make immediate plans to request from the teacher and do all make-up work due to their absence. IT IS THE RESPONSIBILITY OF THE STUDENT TO ARRANGE FOR MAKE-UP WORK UPON THE STUDENT'S RETURN.
3. The parent of a student, or the adult student, who will be absent from school should inquire about short-term independent studies.

An automated phone call will be sent to inform parents of their student's absence.

Tardy Policy

Every minute counts! When students are late, they are missing instruction or instructional activities that could lead to learning loss. In addition, when a student arrives to class late, it can be distracting to the other students and the teacher. Therefore, students are responsible for being on time to their classes every day.

A tardy is defined as when a student enters class after the bell rings. A student's body must be past the door threshold to be considered on time. Excessive tardiness may lead to consequences that include loss of privileges.

Restroom Use

Students may not use the restroom the first and last 10 minutes of any class period unless there is an emergency or medical condition that warrants an exception. Students should address any restroom needs before and after school, between classes and during lunch.

Early Checkout

In order for a student under 18 years of age to be released from school before the end of the school day, the student's parent or authorized adult must report to the school office, present a photo ID upon request, provide a reason for the early checkout, and sign a log. The student will be called to the office only when the parent or authorized adult is physically present. Students will not be released to anyone who is not listed on the emergency contact list.

Release of a student by a phone call from the parent will require that the parent verify their identity. The parent must also provide a reason for the early checkout.

Students 18 years of age or older may only leave campus before the end of the school day if the reason is one that is listed under "[Excused Absences](#)" below. If the student is ill, the illness must be verified by the school nurse; all other reasons require some form of proof or verification – such as a doctor's note verifying a medical appointment, funeral notice, or court subpoena. Students will not be allowed to sign out of the school for an unverifiable/inexcusable reason.

The school discourages the early checkout of students within the last 30 minutes of the school day.

Excused Absences

Once verified by a parent, a student's absence will be excused for any of the following reasons:

1. Personal illness, including an absence for the benefit of the student's mental or behavioral health
2. Quarantine under the direction of a county or city health officer
3. Medical, dental, or chiropractic service or appointment
4. Attendance at funeral services for or grieving the death of a member of the student's immediate family or, as determined by the student's parent, a person so closely associated with the student as to be considered the student's immediate family (limited to up to five days for each incident)
5. Jury duty
6. Illness or medical appointment of the student's child
7. Upon advance written request by the parent and the approval of the principal or designee, justifiable personal reasons including, but not limited to:
 - a. Attendance or appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than one school day each semester
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election
9. To spend time with an immediate family member who is an active-duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from, deployment (limited to three days)
10. Attendance at the student's naturalization ceremony to become a United States citizen
11. Participation in a cultural ceremony or event which relates to the practices, habits, beliefs, and traditions of a certain group of people
12. For a middle school or high school student, engagement in a civic or political event, provided that the student notifies the school ahead of the absence (limited to one school day-long absence each school year, unless otherwise permitted by the Superintendent or designee)
13. When a student's immediate family member or, as determined by the student's parent, a person so closely associated with the student as to be considered the student's immediate family has died: (limited to not more than three days for each incident)
 - a. To access services from a victim services organization or agency
 - b. To access grief support services
 - c. To participate in safety planning or take other actions, including, but not limited to, temporary or permanent relocation, to increase the safety of the student, an immediate family member of the student, or a person determined by the student's parent to be in such close association with the student as to be considered immediate family
14. Participation in military entrance processing
15. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (limited to not more than four days per school month)
16. Work in the entertainment or allied industry (limited to not more than five consecutive days, and not more than five absences per school year)
17. Participation with a nonprofit performing arts organization in a performance for a public school audience (limited to not more than five absences per school year)
18. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances

For the purpose of the absences described above, immediate family means the student's parent, brother or sister, grandparent, or any other relative living in the student's household.

Absence Verification

Absences must be cleared with the Attendance Secretaries/Clerks through a written note, email or phone call, preferably on the day of the absence. Otherwise, verification of an absence must be provided by 3:30 p.m. on the day the student returns to school. When calling the Attendance Office and there is no answer, please leave a voicemail. Staff will contact the parent if there are any additional questions or concerns.

To verify an absence, the following information must be provided:

- Student's first and last name
- Student's ID number

- Date(s) of the absence or periods missed
- Reason(s) for the absence
- Parent's signature and contact information

Students 18 years of age or older may clear their own absences, as described above, per EC 46012. The school, however, reserves the right to verify the legitimacy of such absences, if it appears appropriate responsibility is not being maintained.

It is important for parents and students to understand that clearing an absence does not excuse the absence. Absences are excused only if they meet the criteria listed under "Excused Absences" above; however, a doctor's note may be requested by the principal or designee when the student has been absent more than 10% of days enrolled in the school year due to illness. Absences that are not excused, or have not been cleared by Wednesday of the following week, are marked unexcused in the student's records, and can result in loss of privileges and/or lead to a SARB referral. It is the student's responsibility to assure that absences have been cleared and that there are no errors in their attendance record.

Truancy & Attendance Accountability

A student is classified as a *truant* after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and the school has made a conscientious effort to meet with the family, the student is considered a *habitual truant*. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a *chronic truant*. Unexcused absences are all absences that are not listed under "Excused Absences" above.

The school uses an automatic, computer-based system to generate notices to parents when students are initially classified as a truant. Students who are subsequently classified as habitual or chronic truants may lose the privilege to participate in school-sponsored activities/events and be subject to any or all of the following:

1. Required attendance at school site meetings or interventions regarding attendance
2. Referral to the School Attendance Review Board (SARB)
3. Referral to the District Attorney

Parents of students who are classified as habitual or chronic students will be asked to work with the school site administrator to develop a written action plan to help reduce unexcused absences. Along with the student, parents will be asked to participate in the School Attendance Review Board (SARB) process. If the case is brought before the Court, the parent may be fined for their failure to insure their student's attendance at school.

Excessive Absences and Chronic Absenteeism

The parent of a student who has 6 or more unexcused absences in any one-quarter (9 weeks) will be required to contact the Attendance Office and provide additional verification for any subsequent absences, such as a doctor's note for an absence related to illness.

A student is considered a chronic absentee when the student is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused and unexcused (including suspension from school) – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Excessive absences may result in the student failing a class due to missed assignments and/or inability to show mastery of the content. They may also result in the student's loss of privileges and/or referral to SARB. Parents and students should regularly check the attendance records for any errors.

Make Up Work

Students should take the initiative to make up for missed assignments due to absences. The following provides specific guidelines based on the type of absence:

1. *School Activities*. Students must clear all school activities with their teacher(s) in advance in order to get assignments. Lists of students involved in activities will be approved and distributed to teachers (for verification purposes) by the administration, activities director or athletic director.
2. *Excused Absence*. Students will be given the opportunity to make up schoolwork missed because of an excused absence and to receive full credit if the work is turned in by the established deadline, which is usually 1 day for every day absent from the date the student returns to school.

3. *Unexcused Absence.* Students who miss schoolwork because of unexcused absences will be given the opportunity to make up missed work for full or reduced credit at the discretion of the teacher.
4. *Out-of-School Suspension.* If the student's absence is the result of a suspension, the teacher may require the student to complete any assignments and tests missed during the period of suspension. When a parent of a student who has been suspended for two or more days from school requests homework that the student would otherwise have been assigned, the student's teacher must 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 may not be included in the calculation of the student's overall grade in the class.

If a student is planning to be absent, homework may be requested from the teacher(s) or office staff at least 24 hours in advance.

HEALTH & WELLNESS

Counseling Services

Counselors work with their assigned students through their four years of high school with the ultimate goal of helping students realize their potential and become successful and productive citizens after they leave high school. Counselors work towards this goal by scheduling students into appropriate classes, helping them set goals for life after high school, providing guidance in course selection to help students meet these goals, monitoring credits and progress towards meeting graduation requirements, helping students navigate the college and job application processes, and providing crisis counseling, as needed. Counselors also serve as a resource for teachers and parents when a student is not being successful.

Students are encouraged to contact their counselor to obtain help in the following areas:

- Educational planning
- Adjustment to school
- Personal issues
- College admission information
- Career information
- Personal learning plans
- Testing result interpretation
- Scholarship and financial aid information
- Support groups

Each student's cumulative records are maintained in the student's counselor's office. Transcripts should be requested from the school Registrar.

Migrant Counseling

The District Migrant Education Counselor facilitates support services for all secondary sites. This counselor ensures high quality and comprehensive educational programs for our migrant students. They provide necessary supports that mitigate educational disruptions, cultural and language barriers, social isolation, and other factors that may inhibit a successful transition to postsecondary education. In addition, the Migrant Education Program offers the following:

- After school tutoring in the areas of English, math and science by certificated teachers.
- Additional learning opportunities that focus on College and Career Readiness.
- Support services to our parents of migrant students.

Health Services

Providing for the health and safety of our students is our first priority. The school nurse is a registered nurse (R.N.) who has additional training in public health and possesses a School Nurse Credential. The school nurse provides the following services:

1. Maintenance of a health folder on each student.
2. Maintenance of an up-to-date immunization record.
3. Hearing and vision testing on all students in the 11th grade and those new to the District.
4. Scoliosis (curvature of the spine) screening, as needed.
5. Notification to teachers of students with significant health issues.
6. Administration of medication at school, as authorized by a student's parent and physician.

7. Medical treatments ordered by physicians.
8. Communication with physicians, parents, staff and students to prevent the spread of communicable disease and assist with sources of medical care.
9. Administration of first-aid care for injuries and illnesses occurring at school.
10. Health education, as requested.
11. Prenatal counseling, referral and follow-up care, as needed.
12. Referrals to parents about health concerns, health screening and follow-up care.

All medications are stored and administered, as authorized, in the nurse's office. Students who become ill during school hours should obtain a pass to the nurse's office before calling home.

Parents are asked to do the following to ensure the health and welfare of their students while at school and at school-sponsored activities:

1. Keep students home when ill. (*Refer to the notification on "[Illness](#)" below.*)
2. Keep immunizations up to date. Refer to the "Guide to Immunization Requirements for School Entry" on the California Department of Public Health webpage for the Immunization Branch at <https://www.cdph.ca.gov/>.
3. Keep the school informed of any address and phone number changes to ensure the appropriate and authorized adults can be contacted in the event of an illness or injury.
4. Keep the school nurse informed of any changes in the student's health status.
5. Provide a doctor's note to excuse a student from P.E. participation due to health reasons.
6. Provide a written request from both the doctor and the parent when medication is required to be taken at school, specifying if assistance in administering the medication is needed or if a student may self-carry and self-administer certain types of medication. (*Refer to the notification on "[Medication](#)" below.*)
7. Contact the school nurse with any health concerns, or for referrals or assistance in obtaining medical care.

Illness

Under California law, a child may be required to stay home (or go home) from school in specified circumstances where an apparent illness presents a significant risk to other children or school personnel. Safe, in-person learning is critical to the well-being and development of children. The following information from the California Department of Public Health provides guidance on considerations when a child has symptoms of illness.

Fever (over 100 degrees)	Keep the student home until fever has gone away in the night without using fever reducing medications and is still gone in the morning <u>AND</u> other symptoms are improving and the student can participate comfortably in routine activities.
Abdominal pain or stomachache	Pain experienced anywhere between the chest and groin; pain may be continuous or may come and go. Students may attend school unless they experience one of the following: ▪ Pain is severe enough that the student has difficulty participating in routine activities ▪ Pain starts after an injury ▪ Bloody or dark stools ▪ Diarrhea (see diarrhea guidance) ▪ Vomiting (see vomiting guidance) ▪ No urine for 8 hours ▪ Fever (see fever guidance)
Sore throat	Students may attend school unless they have one of the following: ▪ Fever (see fever guidance) ▪ Inability to swallow ▪ Breathing difficulties <i>Note:</i> If a student is diagnosed with strep throat, they should receive antibiotics for at least 12 hours before returning to school.
Eyes that are irritated, pink eye or drainage	Students may attend school unless the child has one of the following: ▪ Fever (see fever guidance above) ▪ Problems seeing (vision changes) ▪ Pain/discomfort the child cannot tolerate ▪ An injury to the eye

	<i>Note:</i> Pink eye is often caused by a virus. Children typically get better after 5-6 days without antibiotics. Staying home from school is not necessary. Frequent hand washing should be encouraged.
Vomiting or diarrhea	Students may attend school unless they experience one of the following: ▪ Vomiting has occurred 2 or more times in 24 hours ▪ Fever (see fever guidance above) ▪ Vomiting or diarrhea appears to be bloody ▪ Stool cannot be contained in toilet <i>Note:</i> If the student has been diagnosed with a specific infection (such as Salmonella, E. Coli, norovirus, etc.) or if there is concern over an outbreak, the local health department will be contacted for guidance.
Rash or itching	Students may attend school unless the child has one of the following: ▪ Oozing, open wound or infection that cannot be covered and is in an area that might come in contact with others ▪ Skin that looks bruised without a known injury or in an unusual location ▪ Rapidly spreading dark red or purple rash ▪ Tender, red area of skin, rapidly increasing in size or tenderness ▪ Associated symptoms of a serious allergic reaction (rash with throat closing, abdominal pain, vomiting or wheezing) ▪ There is concern for a disease like chickenpox or measles <i>Note:</i> For diagnosed conditions, follow the advice of the health care provider. In general, for conditions such as lice, impetigo, ringworm, scabies and pinworms, students may return after appropriate treatment is started.

Head Lice Information

Madera Unified School District operates a no live lice policy. Parents will be notified if their student is found to have live lice. Students are allowed to come back to school the next day, providing a head lice shampoo has been used. The lice shampoo needs to be repeated in 7-10 days.

Current recommendations from the Center for Disease Control and Prevention (CDC) do not support classroom wide screening. Lice do not carry any diseases, but it is important for the family to understand they still need to follow recommended procedures to address lice that may remain in the home. Bedding, clothing, upholstered furniture, including car seats, may harbor lice and nits. Thorough cleaning is required to prevent continued infestation with lice. Contact the school nurse for assistance with resources or to answer questions regarding care, or visit the [CDC](#) website.

Food Allergies/Special Dietary Needs

There are students who have special dietary needs and/or are allergic to certain foods or ingredients (*e.g.*, peanuts, tree nuts, wheat, milk, etc.). When exposed to an allergen, affected students may experience shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Students will not be excluded from school activities nor otherwise discriminated against, harassed, intimidated, or bullied because of their food allergy.

Please help keep all of students safe and healthy at school by keeping in mind the following:

1. Parents are responsible for notifying the principal or school nurse, in writing, regarding their child's food allergies or other special dietary needs.
2. When a student's food allergy or food intolerance substantially limits one or more major life activities, they may be evaluated to determine if accommodations pursuant to Section 504 are required.
3. School lunch meals make dietary accommodations for students who have a medically certified disability that is verified by a medical statement.
4. Each school site may designate allergen-free area(s) to ensure students with allergies are safe.
5. Students should not share or exchange meals or utensils with other students.
6. Without identifying the student, the principal or teacher may notify parents of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events.
7. Parents are encouraged to bring non-food items, such as stickers or pencils, for school celebrations in lieu of food items which present a challenge for students with food allergies.
8. When sending food for others to consume, do not send any foods that do not have food labels.

Medication

Parents are to notify the principal and school nurse if their student is on a continuing medication regimen for a nonepisodic condition. The notification must include the name of the medication being taken, the current dosage, and the name of the supervising physician. With parental consent, the principal or school nurse may communicate with the physician and may counsel with staff regarding possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

Parents should talk to their child's doctor about making a medicine schedule that does not require the student to take the medicine while at school. However, when necessary, please follow the guidelines provided below. All written requests must be provided on an annual basis or when the medication, dosage, frequency of administration, or reason for administration changes.

Assistance with Administration of Medication

The school nurse or other designated school personnel may assist a student who needs to take prescribed medication during school hours only upon written request of both the physician/ surgeon and the parent. The written request from the physician/ surgeon must include details as to the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent indicating the desire that the school assist the student in matters set forth in the statement of the physician/surgeon.

Self-Carry and Self-Administration of Medication

In order for a student to carry and self-administer prescription epinephrine via a delivery system or inhaled asthma medication at school, the parent must provide a written statement consenting to the self-administration and a written statement from the physician/ surgeon or physician assistant detailing the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the student is able to self-administer epinephrine via a delivery system or inhaled asthma medication. The parent's written statement must provide a release for the school nurse or other designated school personnel to consult with the student's health care provider regarding any questions that may arise with regard to the medication, and must release the District and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication. A student may be subject to disciplinary action if the student uses an epinephrine delivery system or inhaled asthma medication in a manner other than as prescribed.

Delivery, Storage, and Disposal of Medication

Supply the school with all medicine the student must take during the school day, with each medicine stored in a separate container labeled by a pharmacist licensed in the United States. The container must list the student's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take. The medicine must be delivered to the school by a parent or other adult, unless the student is authorized to carry and take the medication by themselves. For all other medication, no more than a 30-day supply will be kept at the school. All discontinued, outdated, and/or unused medicine must be picked up before the end of the school year.

Student Accident Insurance

Medical and hospital services for students injured at school or school-sponsored events, or while being transported, is insured at the parent's expense. No student will be compelled to accept such services without the consent of a parent.

Student Accident Insurance can be purchased through Myers-Stevens during student registration and throughout the school year. Please contact the District at (559) 675-4500 ext. 272 for additional assistance.

SAFETY

Use of School Phones

Students are not to use the telephones in the main office except in such cases that are vital and related to school matters. Students should make all arrangements for transportation, going somewhere with a friend after school, staying for after-school activities, etc. before coming to school. School phones may be used twenty minutes after dismissal if a student has not yet been picked up.

Visitation Policy

The District's highest priority is keeping all students and faculty safe, and part of that is quickly identifying those that may present a danger to all persons and knowing who is in District buildings at all times. All visitors who wish to gain access to

a school, including parents, contractors, and volunteers, must report to the main office to register and receive a visitor's badge. To register, visitors will be asked to present a photo ID and their purpose for entering school grounds. The visitor's badge must be visibly displayed at all times while on school grounds and returned to the office at the end of the visit. Unless otherwise directed by the principal or designee, a staff member will accompany visitors while they are on school grounds. Anyone on school grounds without permission is in violation of the law and may be reported to law enforcement. Students from other schools are not allowed to be on campus during school hours without administrative permission.

Emergency Contacts

At the beginning of each year, parents are asked to verify that their contact information is still current and to provide specified information about the student's doctor, as well as a list of authorized adults (relatives, friends) who may be contacted in the event of an emergency where the parents cannot be reached immediately. Please keep in mind that, other than the parent, students will only be released to the authorized adults listed as emergency contacts.

If any changes occur during the school year, it is extremely important that the school office is notified in a timely manner. Parents may also make those changes directly through their Parent Portal account.

Student Identification Cards

ID Cards are required to be carried by students at all times at school and at school-sponsored activities, and are to be presented upon request to any member of the staff. Each student will be provided with an ID card at the beginning of the school year at no cost. Several ID card picture days will be scheduled throughout the first semester to ensure all students have the opportunity to have their picture taken. A replacement fee of \$10.00 will be assessed for cards that are lost, stolen, broken, not picked up during the first semester, etc. Students pay the fee to the bookkeeper and sign up to get a replacement card.

*Students in possession of an altered or unauthorized student identification card may be subject to appropriate disciplinary action.

Dress Code

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The dress code can be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. The principal, staff, students, and parents at each school may establish additional reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities as well as to address site-specific needs.

Please refer to the District's Annual Notification of the Rights and Responsibilities of Parents and Students for the complete Dress Code Policy. The following is an easy-to-read chart that summarizes the Policy that applies to regular school activities:

Hoods	Prohibited inside buildings and classrooms.
Shirts/Bottoms	- Shirts must cover the torso. - Bare midriffs, tube tops, see-through tops, and halter-tops are prohibited. - Bottoms must fully cover undergarments and buttocks at all times, including when sitting, standing, or moving. - Rips or holes in bottoms may not expose undergarments or buttocks. - Inappropriate bottoms include excessively short shorts, micro-minis, or any style that reveals pocket linings or undergarments.
Shoes or Other Footwear	- Must be worn at all times; all shoes must have a firm, supportive sole to ensure safety on campus. - Athletic shoes with socks are required in all physical education classes and while participating in athletic teams.
Piercings	Piercings that create a safety issue are not acceptable.
Hair	Must be clean and well-groomed.

Accessories or Jewelry	• Dark sunglasses must not be worn in classrooms, offices, or inside other buildings unless a documented, related health problem exists. • Any apparel, hairstyles, cosmetics, accessories, or jewelry, even if not specifically mentioned above, that creates a safety or health concern (as determined by administration) is prohibited.
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All articles of clothing, head coverings, accessories, and jewelry must be free of writing, pictures, or any other insignia which are crude, vulgar, profane, obscene, libelous, slanderous, or sexual in nature. They must also not advocate or depict racial, ethnic, or religious prejudice, or other unlawful acts, or drugs, alcohol, or tobacco. Clothing must be free from images or messages that suggest violence or depict weapons.

Gang-related Apparel or Paraphernalia

Gang-related apparel or paraphernalia, including symbols, emblems, insignia, or other gang identifiers, may not be worn or displayed. Specifically, the presence of any apparel, jewelry, accessories, notebook, or manner of grooming which by virtue of its color, arrangement, trademark, wording, or other attributes, or displayed under certain conditions or circumstances, denotes membership in or affiliation with gangs is prohibited. The following are some examples:

- The wearing of a blue or red shirt, in and of itself, may or may not be indicative that the shirt is gang-related. However, when a blue or red shirt is worn in the company of other persons who are wearing blue or red shirts, and who are flashing gang signs or are speaking in a manner suggestive of gang affiliation, then it may legitimately be concluded that the blue or red shirt worn in such conditions and circumstances is gang-related apparel.
- There is a tendency for youth to use brand name clothing and apparel as a means of signifying gang membership and/or affiliation. Therefore, on a case-by-case basis, administrators may prohibit students from wearing clothing/apparel which bears certain brand names, whenever it is reasonably determined that the student is using the brand name as a means of proclaiming membership or affiliation with a gang.

When in doubt as to whether an item is gang-related, the principal or designee will consult with local law enforcement or with other persons with expertise in gangs.

Accountability for Dress Code Violations

All school staff, including teachers, classroom aides and other classified staff, as well as school administrators are expected by the Board to ensure that this Policy is fairly and consistently implemented throughout the District.

Progressive discipline will be imposed for violations of the Dress Code as follows:

1. *First Offense:* Verbal warning and counseling; documentation of the incident; and the student will be advised to read thoroughly the dress code as published in the District's Annual Notification. The administrator will ask the student if their copy of the referenced publication has been misplaced or lost. If so, a second copy will be provided.
2. *Second Offense:* Verbal warning and counseling; parent contact/conference; documentation of the incident; and parent and student will be advised to read thoroughly the dress code as published in the District's Annual Notification.
3. *Third Offense:* Parent contact/conference; documentation of the incident; detention to be served by the student; and confiscation, if possible, of the article of clothing or accessory which has resulted in the violation of the policy.
4. *Fourth Offense:* Parent contact/conference; documentation of the incident; and confiscation, if possible, of the article of clothing or accessory which has resulted in the violation of the policy.
5. *Fifth and Subsequent Offenses:* Parent contact/conference; documentation of the incident; one day on-campus suspension; and confiscation, if possible, the article of clothing or accessory which has resulted in the violation of the policy.

As to each offense, the parent will be notified to bring acceptable clothing or the student will be supplied with a suitable garment from the site, if available.

Search and Seizure

In promoting a safe learning environment, school officials will take appropriate action to eliminate, to the extent possible, the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or District property under their control and may seize illegal, unsafe, or otherwise prohibited items.

School officials may conduct a search when there is a reasonable suspicion that the search will uncover evidence that a student is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable suspicion must be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property.

All student lockers, desks, and school-issued electronic devices are the property of the District. The principal or designee may conduct a general inspection of school properties on a regular, announced basis, with students standing by their assigned lockers, desks, or school-issued electronic devices. Any items contained in a locker or desk will be considered to be the property of the student to whom the locker or desk was assigned.

Searches of individual students are conducted in the presence of at least two district employees. The parent of a student subjected to an individualized search will be notified as soon as possible after the search.

Smartphones & Electronic Signaling Devices

Students may not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee. However, a student will not be prohibited from possessing or using a mobile communication device under any of the following circumstances:

- Unless explicitly addressed in a comprehensive school safety plan, in case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission to the student, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines it is necessary for the student's health or well-being.
- When it is required in a student's IEP or Section 504 plan.

Students must follow the instructions provided by teachers and other school staff in the use of personal technologies. School employees are directed to confiscate electronic signaling devices for use during unauthorized times or for improper use, including, but not limited to, use which causes disruption, invades another student's privacy, compromises the confidentiality of school records, infringes on copyrights, enables students to cheat on tests, facilitates activities in violation of the code of student conduct, or is illegal. Devices will be returned to the parent after a meeting with the administrator.

If the use of electronic signaling devices is abused and the use violates District policy or rules and regulations, the principal or designee has the right to revoke the privilege and prohibit a student from possessing such device(s) at school or school-related activities and/or impose disciplinary actions in accordance with Board policy and administrative regulation.

The school assumes no liability for personal technology, including computers, cell phones, smartphones, network access devices, or other electronic signaling devices, if such devices are damaged, lost or stolen. However, students and parents will be held liable for the replacement of district properties.

Electronic Listening or Recording Device

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the student, willfully in violation is guilty of a misdemeanor. Any student in violation will be subject to appropriate disciplinary action.

State law prohibits the recording of confidential communication without prior consent by all parties – this is because California is a “two-party consent” state. Confidential communication is one where the parties involved have reason to believe that their communications are being held in private.

Bicycles, Scooters & Skateboard

State law requires all persons under the age of 18 to wear properly fitted and fastened bicycle helmets that meet specified standards when riding bicycles, scooters, and skateboards. When a student violates this law, the student's parents could also be held liable.

For the safety and protection of students who ride bicycles, scooters, and skateboards to and from school, students must:

- Obey all traffic rules
- Walk their bicycles, scooters and skateboards across crosswalks
- Not ride bicycles, scooters, and skateboards while on school grounds
- Lock up their bicycles, scooters, and skateboards in the designated racks, using their own locks

The school assumes no liability for lost, stolen, or damaged bicycles, scooters, and skateboards. However, if anything is stolen, students should immediately notify the school office so that staff can assist with filing a police report.

Animals/Pets

Other than service animals for students with disabilities and animals used for instructional purposes by teachers, pets and other animals are prohibited from being on school property during, before, or after school hours. This is necessary to ensure the health, safety and welfare of all students and staff.

Food & Beverage

The Madera Unified School District Wellness Policy promotes healthier food consumption by students in its schools. As such, food and beverages from outside vendors may not be brought onto the campus nor may they be delivered to the school. This rule applies to students who have off-campus lunch privileges. Students are also not allowed to bring any baked goods or desserts from home to share with others, especially in consideration of students with food allergies and special dietary needs.

Outside Deliveries

To maintain an optimal learning environment that is free from distractions, the school will not accept items delivered to the school – such as balloons, flowers, presents, etc. sent on birthdays, Valentine’s Day, or other special occasions. Students should also not bring these items to school as gifts for others. If they are brought to school, or left at the office by the delivery person, the items will be held in the office until the end of the school day. The school is not responsible for contacting the recipient of the item(s) nor does the school assume responsibility for any items that are lost, stolen or damaged.

A student’s forgotten homework assignments, P.E. clothes, books, or money will be accepted in the main office. However, these items may only be picked up by the student during non-instructional time.

Fundraisers/Non-Authorized Sales

Students may not sell items (*i.e.*, candy, chips, drinks, food, merchandise, etc.) at school unless they are participating in a school-approved fundraiser, or have obtained prior written approval from the school administration. Violators will have their items confiscated and returned only to the parent.

Emergency Procedures

In order to familiarize students and staff with proper procedures, the following drills will be conducted, as appropriate, throughout the school year: fire, lockdown, earthquake drop procedures, and bus evacuation.

Parents should prepare their children for an emergency by:

1. Being aware of the emergency procedure instructions given to their children at school.
2. Keeping their child’s emergency card on file at the school and updated at all times.
3. Establishing the safest and most direct route to and from school.
4. Arranging for a neighbor or friend to care for their child if the parents leave home for the day.

In the event of an emergency during the school day, the best place for the students to remain is at school. Students will be kept in a safe area until parents or authorized persons noted on the emergency contact list arrive at the school. Students not picked up will remain at school until the end of the normal school day, and will be released at that time, providing it is safe to go home. During the emergency, it is essential that the school telephone lines are available to school personnel and those providing emergency relief; therefore, the school should be called only if it is absolutely necessary. Families may tune in to the following radio stations to stay current on the situation: KMJ 580 AM (English) and KMMM 107.3 FM (Spanish).

CONDUCT

Behavior Expectations

Each school site and each classroom teacher has established behavior expectations for their students that are consistent with Board policy and applicable state and federal laws. It is the responsibility of the teachers and administrators to see that rules are carried out in a fair and reasonable manner. Every teacher, administrator and other designated employee will hold students to a strict account for their conduct on the way to and from school, in the classroom and other school buildings, on school grounds, and on the school bus. Students must conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language.

Specific behaviors are forbidden by state and federal laws and by District policy. Violations of these laws and policies may result in advising and counseling students, conferencing with parents, detention during and after school hours, loss of privileges, community service, involvement of law enforcement, placement in alternative programs, suspension, or expulsion.

The severity of disciplinary consequences depends upon several factors such as the nature or seriousness of the offense and whether the offense is a first offense. Ordinarily, suspension (and expulsion) is imposed only when other means of correction fail to bring about proper conduct, or whenever the student has committed a serious, first-time offense; or when it is also determined that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

Corporal punishment will not be used. The use of reasonable and necessary force by an employee to protect oneself or students or prevent damage to District property is not considered corporal punishment.

Prevention & Intervention Strategies

The Madera Unified School District believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff will use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline will be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health. At all times, the safety of students and staff and the maintenance of an orderly school environment must be priorities in determining appropriate discipline. When misconduct occurs, staff will attempt to identify the causes of the student's behavior and implement appropriate discipline in a fair and consistent manner, in accordance with the District's nondiscrimination policies. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

Interventions may be offered in lieu of suspension including, but not limited to, counseling, peer mediation, Solutions Team/Solutions Coaching, SST and a behavior contract.

Grounds for Suspension and Expulsion

Suspension means the removal of a student from ongoing instruction for adjustment purposes. Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. Students may be suspended or recommended for expulsion whenever the principal/designee of the school determines the student has committed an act in violation of Education Code 48900, as listed below, and EC 48900.2, 48900.3, 48900.4, and 48900.7 in any of the schools of the District or in another district, and the act is related to a school activity or school attendance which occurs at any time including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or returning from school.
3. During lunch period whether on or off campus.
4. During or while going to or coming from a school sponsored activity.

The following are grounds for which a student may be suspended or expelled:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon another person, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- (c) Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as such controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- (j) Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (*Note: Only teachers may suspend a student from class for this reason. Cannot be used solely as grounds for recommendation for expulsion for students at any grade level.*)
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.
- (r) Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to themselves or their property; cause the student to experience a substantially detrimental effect on their physical or mental health; or cause the student to experience substantial interferences with their academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (t) Aided or abetted the infliction or attempted infliction of physical injury on another person.

EC 48900.2. Committed sexual harassment. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Grades 4-12 only)

EC 48900.3. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Hate violence includes injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Grades 4-12 only)

EC 48900.4. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Grades 4-12 only)

EC 48900.7. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Discrimination, Harassment, Intimidation, and Bullying

The Madera Unified School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in PC 422.55, including immigration status, and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a District school may be subject to disciplinary action up to and including expulsion.

Any student, parent, or other individual may report an incident to a teacher, the principal, a compliance officer, or any other available school employee. The complaint alleging unlawful discrimination, harassment, intimidation, or bullying against any student, employee, or other person participating in District programs and activities must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct. Complaints will be investigated and resolved through AR 1312.3 – Uniform Complaint Procedures (UCP).

Sexual Harassment

Sexual harassment targeted at any student is prohibited at district or at district-sponsored or district-related activities. 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 District's complaint process is also prohibited. Upon completion of an investigation of sexual harassment, any student found to have engaged in sexual harassment or sexual violence in violation of district policy will be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) will be taken into account.

Instructional Program

As a preventative measure, students will receive age-appropriate instruction and information on sexual harassment, including:

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 instances of sexual harassment even when the 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, will be investigated and action will be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the District's procedure 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 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.

Defining Sexual Harassment

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.

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:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. 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.
4. 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 of the Education Amendments of 1972, 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:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. 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.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

Reporting and Investigating Allegations of Sexual Harassment

A student or a student's parent 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. Any school employee who receives a report or observes an incident of sexual harassment must notify the Title IX Coordinator within one workday. The report must 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 will 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 will 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 will inform the student or parent 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 will be investigated and resolved in accordance with law and district procedures. The District's Title IX Coordinator will 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 will be investigated and resolved in accordance with AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints will be investigated and resolved pursuant to BP/AR 1312.3 – Uniform Complaint Procedures. If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Records of all reported cases of sexual harassment are maintained in accordance with law and district policies and regulations to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

The following individual has been designated as the District's Title IX Coordinator: Prince Marshall, Assistant Superintendent of Student and Family Support Services, 1820 Howard Road, Madera, CA 93637, Title9@maderausd.org, (559) 416-5826. The Title IX Coordinator is responsible for coordinating the District's efforts to comply with Title IX sexual harassment complaint procedures, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under the Uniform Complaint Procedures.

To review the full text of MUSD board policy and administrative regulation on sexual harassment, please click on the following links: [BP 5145.7](#) and [AR 5145.7](#).

Public Display of Affection

The school recognizes that genuine feelings of affection may exist between students; however, students should refrain from inappropriate intimate behaviors on campus or at school-related events. Repeated or especially inappropriate behavior in this regard may result in disciplinary action. Public displays of affection deemed inappropriate include: kissing, fondling, lewd or other inappropriate conduct.

Dangerous Objects

Often, students like to bring objects, such as a collector's item, to school to show their friends. Examples of these objects include, but are not limited to, laser pointers, mini baseball bats, martial arts weapons (*e.g.*, nunchaku, throwing stars), or any other sharp, pointy objects. Students should refrain from bringing objects that have the potential to inflict serious bodily injury to others, which could then lead to disciplinary consequences.

If a student is in possession of a prohibited weapon, imitation firearm, or dangerous instrument which creates a threat or perceived threat of a homicidal act, any employee or other school official who is alerted to or observes such threat will immediately report the threat to law enforcement. The principal or designee will also notify law enforcement when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. If the student commits any of the acts described in this notification, the student will be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

Property Damage

Parents may be held financially liable if their child willfully cuts, defaces, or otherwise injures any property, real or personal, of the District or school employee, or willfully does not return District property loaned to the child upon demand of an authorized school employee. School property includes, but is not limited to, electronic files and databases. The school may further withhold the grades, diploma, and transcript of the student until the parent has paid for the damages.

Payments must be paid by cash, cashier's check or online via Aeries. No personal checks are accepted. If the student or the parent is unable to pay for the damages, or return the property, a program of voluntary work will be assigned to the student in lieu of the payment of monetary damages.

Disrespectful, Unacceptable Language

The use of any disrespectful, unacceptable language is not conducive to a safe and secure learning environment. Students are expected to refrain from such use while on school grounds and at school-sponsored activities, just as they would be expected to do so at their place of employment in the future.

The following are types of speech/language that are considered disrespectful and unacceptable, whether spoken or written:

- Habitual Profanity – The regular and/or frequent use of expletives and/or language which is profane.
- Verbal Abuse – Also called verbal attack or reviling, is a form of abusive behavior involving the use of language. It includes, but is not limited to, language that is: countering, withholding, discounting, blocking & diverting, accusing & blaming, judging & criticizing, trivializing, undermining, threatening, name-calling, chronic forgetting, controlling, or punishing.
- Racial or Religious Slurs – Offensive words used to describe individuals of a race, a particular color, country or faith.
- Hate Speech – Language which degrades, intimidates, or incites violence or prejudicial action against another person based on that person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic.
- Misogynistic Speech – Language which promotes the hatred of or violence towards women.
- Misandry Speech – Language which promotes the hatred of or violence towards men.
- Homophobic Speech – Language which promotes the hatred of or violence towards homosexuals.
- Vulgarity – Language which offends good taste and manners and is deemed to be raunchy, gross, offensive, crude, rude and/or suggestive.
- Obscene Language – Language which is abhorrent to morality or virtue, specifically designed to incite lust or depravity; considered to be taboo in polite situations; repulsive by reason of crass disregard of moral or ethical principles.
- Roasting – Language used in a joking manner to degrade another student.

Student Conflicts

All students are expected to seek out resources and support if they are having a conflict with another student and/or adult. When conflicts are not addressed early on, they may interfere with students' mental health which could negatively impact their academic performance, attendance, and behavior. In severe cases, these conflicts may lead to unsafe and violent behaviors. To prevent conflicts from escalating and to help maintain a positive school climate and culture in our schools, students are strongly encouraged to take the following steps:

- Let staff know when feeling unsafe, threatened, or harassed. Incidents can also be filed by completing and submitting a [Constituent Concern](#) form, or reported anonymously through [STOPit](#), using the access code (all in lowercase): maderausd.
- Avoid listening to and spreading gossip. The only thing that comes from gossip is hurt feelings and anger. Adopt the attitude, “If I did not hear it with my own ears, it is not worth being hurt or angry about it.”
- Do not confront another student when angry. The other person may react defensively, unsure of what you might do. Ask for help from a teacher or staff member, if you are not able to forget about or ignore what the other student is doing that makes you angry.
- Make an appointment with the school counselor. The counselor can provide additional suggestions, meet with the other student, or arrange a meeting for all the students involved in order to solve the problem in a safe and non-confrontational manner.
- Do not encourage violence by using words or actions to instigate a fight, or aiding or abetting another student during the fight.
- Move away from an ongoing verbal or physical conflict so as not to interfere with staff efforts to prevent or stop the conflict. Recording, moving towards a conflict, and/or encircling the participants prevent staff from maintaining a safe environment and poses a risk to student safety which may result in a disciplinary response.

Loss of Privileges

In order to encourage high standards of student conduct and behavior in conformity with applicable state laws, District policies and regulations, and school rules, the principal may deny a student participation in privileged activities, placing them on a Loss of Privilege (LOP) list.

Placement on the LOP List

The principal may place a student on the LOP list under the following circumstances:

- Not on track to graduate due to credit deficiencies or missed graduate profile or portfolio requirements needed to meet graduation requirements
- Excessive absences and tardies for the year
- Unpaid fees/fines for district property that has been damaged or not returned upon demand
- On suspension or pending expulsion proceedings

Privileged Activities

Privileged activities include, but are not limited to:

- Graduation ceremony and senior activities
- Off-campus lunch privileges (11th & 12th grade only with parent permission)
- Dances
- Athletic events
- Recreational or reward field trips
- Rallies, fundraising events or activities, or other designated activities

Unless otherwise expressly stated in BP 5127 – Graduation Ceremonies and Other Privileged Activities, eligibility for and loss of the privilege of participating in District extracurricular and cocurricular activities is governed by BP 6145 – Extracurricular and Cocurricular Activities.

Additionally, a student will be placed on the LOP list if, within six weeks (30 school days) prior to the day of the event, the student has:

- A live GPA below 2.0 (not cumulative) up until the last day of ticket sales
- Four (4) or more full day or single period unexcused absences
- Fifteen (15) or more cumulative (total for all periods) tardies
- Been suspended or recommended for expulsion

Co-curricular Appeals Board

A Co-Curricular Appeals Board is established at each high school to hear appeals regarding disputed co-curricular violations not covered by the Student Conduct Code and Co-Curricular Code. This Board comprises the athletic director, activities director, an administrator, a neutral coach or advisor selected by the athletic or activities director, a teacher selected by the principal, and a counselor. When it involves an athlete, the athlete’s coach(es) should be in attendance as a non-voting observer(s). All members of the Board must be present to hear and act on any appeal or case brought before them.

1. At the hearing, the student will be informed of the reason(s) for the disciplinary action and the evidence against the student. The parent(s) and the student will be given an opportunity to present their version and evidence in the student’s defense.

2. At the conclusion of the hearing, the Co-Curricular Appeals Board will meet in closed session for the purpose of deliberating and determining the Board's recommendation to the principal.
3. The chairperson of the Board will provide a written report to the principal of the Board's recommendation. The report must include the student's written statement and facts presented at the hearing.
4. After evaluating the Board's report, the principal will have the final decision regarding the appeal and will notify the student and parents and the student's program advisor or coach of the decision.
5. When disciplinary action is taken, the Board may decide to permit the student to reduce up to half the non-privilege period if the student complies with the Board's prescribed rehabilitation plan. Students may be credited for non-privilege time served while waiting for dispensation of a felony case. (The Board may impose the consequences of a misdemeanor offense for a potential felony matter pending the dispensation of the case in court. If the offense is upheld by the court as a felony conviction, additional consequences may be imposed by the Code of Ethics Board at that.)

Note: Simple traffic violations such as parking or speeding are not considered code violations.

PARENT INVOLVEMENT

Home-School Communication

It is a goal of the District to engage parents in meaningful interactions with the school as it supports a partnership among staff, parents, students, and the community to improve student academic achievement. Parents will be informed of student- and school-related matters through parent-staff conferences; individualized and/or automated phone calls, emails and text messages; postings on the district or school websites and social media accounts; and/or letters. To ensure that information is provided to parents in a timely manner, please make sure that the school has the most current phone number(s), email address, and mailing address on file. Students and parents may also monitor up-to-date student progress, attendance, and other important information through AERIES, the District's student data system.

Parents may communicate with staff by phone, via email, or in person by appointment. Please note that phone calls will not be transferred to the classroom during instructional time. Any messages sent to staff or left on voicemail will receive a response within a 48-hour period. Messages for students from their parents will only be delivered during instructional time if the matter is of EXTREME emergency or great urgency.

Parents who have concerns regarding student- or school-related matters are asked to take the following steps in the order that they appear:

1. Address the concern directly with the student's teacher, or appropriate staff member
2. Bring the concern back to the student's teacher, or appropriate staff member
3. Bring the concern to the attention of the site administrator

After following the steps above and the issue remains unresolved, parents may complete and submit the [Constituent Concern](#) form.

Classroom Observations and Parent-Teacher Conferences

It is important for parents and family members to be involved in, and to support, the education of their students. The following guidelines are for parents who would like to observe their student in the classroom and/or to request a meeting with their student's teacher(s).

Classroom Observations

Arrangements for classroom observations must be made with the site administrator or designee at least 24 hours in advance – no unannounced visits will be permitted. To minimize interruptions and distractions during instructional time, and to ensure the health and safety of students, classroom observations may not last longer than 20 minutes per visit unless prior agreement has been made with site administration. The site administrator or designee may also limit the number of observations that a parent can make.

During a classroom observation, the parent may not interact with any student or the teacher unless the interaction is initiated by the teacher. The site administrator or designee may be present in the observed setting in order to accommodate follow-up discussion or clarify questions that may arise. A follow-up meeting with the site administrator or designee may be scheduled as needed to address any questions or concerns.

On the day of the observation, the parent must follow the rules and procedures for visiting the school campus, including signing in at the front office and providing proof of identification. The use of any electronic listening or recording device

in the classroom without the prior consent of the site administrator or designee is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the student, willfully in violation is guilty of a misdemeanor.

Parent-Teacher Conferences

There are several scheduled opportunities where parents may speak with teachers and other staff regarding their child's progress in school – such as Back-to-School Night and Open House. However, to schedule a parent-teacher conference outside of those events (whether in-person, virtually, or via the phone), parents must make the arrangements with the teacher by contacting them directly, sending a note with their student to give to the teacher, or leaving a message for the teacher with the main office. Please allow the teacher 48 hours to respond to a request. Parents requiring an interpreter for the meeting should also give the teacher reasonable notice to make the appropriate arrangements with the principal or designee.

Parent-teacher conferences are typically held before or after school to prevent interruptions to instructional time and learning. Parents should not simply show up at the school with the expectation to meet with the teacher, especially on early release days since teachers are required to attend meetings and engage in professional development activities during that time. In order to make the meeting as productive as possible, it is recommended that siblings do not attend conferences.

Volunteers

Volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. Parents and other members of the community are encouraged to share their time, knowledge, and abilities with students. Volunteers must act in accordance with District policies, regulations, and school rules. Volunteers may not bring siblings and other younger children, who are not enrolled in school, into the classrooms.

In order to volunteer at school, a volunteer must have on file with the school a certificate showing that they have submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If a volunteer is to work directly with students while not under the direct supervision of a credentialed employee, they must obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. Additionally, volunteers who are over 18 years of age and who interact with students outside of the immediate supervision and control of the student's parent or a school employee are considered mandated reporters; therefore, will receive the notification and training required of mandated reporters as specified in AR 5141.4 – Child Abuse Prevention and Reporting. Contact the principal for more information on how to serve as a volunteer at the school.

Parent Committees

Parents are encouraged to become involved in activities at the school and can support the school a number of ways. We have parent clubs, School Site Councils, and English Language Advisory Committees. Please attend a parent club meeting to learn more about involvement. If your child's school does not have a parent club, please contact your child's teacher. Please note that a volunteer that is on campus on a recurring basis requires fingerprinting to be completed.

Parent Teacher Association (PTA)

The PTA is made up of parents, teachers and other staff members who are interested in enhancing and supporting the educational experience for all stakeholders. It aims to keep parents informed of school and District news, encourage parent and community involvement through activities planned throughout the year, provide volunteers at school-related events, and raise funds through membership dues and fundraising activities for programs and activities that benefit students. Everyone is encouraged to become a PTA member and get involved! For more information, contact the school office.

School Site Council

The SSC is a decision-making group consisting of the principal, parents, students, teachers, and other staff. Members of the SSC are elected by their peers, and there must be parity in numbers between school members and parent members. The goal of the committee is to develop and approve the school plan and budget, as well as evaluate the effectiveness of the instructional program. Meetings are open to everyone, but only the elected members of the SSC may vote on agenda items. Contact the principal for more information.

English Language Advisory Committee

Each California public school with 21 or more English learners must form an English Language Advisory Committee (ELAC), and those with 51 or more English learners must form a District English Language Advisory Committee (DELAC).

The ELAC is comprised of elected parents, staff, and community members, and is responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Increasing parents' awareness of the importance of regular school attendance.
- Electing at least one member to the DELAC. (Districts with 31 or more ELACs may use a system of proportional or regional representation.)

The DELAC is comprised of elected parent representatives from each school site who advise the Governing Board on at least the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting a district wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents.
- If the DELAC acts as the English learner parent advisory committee under EC 52063(b)(1) and 52062(a)(2), review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Parent Workshops

The school may provide informational workshops for parents that support student success throughout the year.

Title I Parent Involvement Policy

A written Title I parental involvement policy has been developed with input from parent surveys, school site council, and parent teacher association. The policy, including the School-Parent Compact, is distributed to parents of Title I students through enrollment packets and in this document. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

The following practices have been established to involve parents in the Title I program:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The Principal gives a presentation on the background of Title I and how the school will use it. (Programs, supplies, technology, parent resources, and staff)
- The school offers a flexible number of meetings for Title I parents, such as meetings in the mornings or evenings. Parents are sent a ConnectEd and a flyer advising them of the different Title I meetings that are available for them to attend. School Site Council meetings are in the evening and ELAC meetings are in the morning.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This is a standing item in all of the SSC, ELAC, and Booster Club meetings.
- The school provides parents of Title I students with timely information about Title I programs. Information about Title I programs is provided to parents through ConnectEd messages, letters sent home, during parent meetings (SSC, ELAC, and Booster Club) and during parent teacher conferences.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. The administration, and teaching staff provide parents this information during Back-to-School Night, Parent/Teacher Conferences, Open house, and in the Parent/Student Handbook. They cover these areas: state and local assessments, state and federal achievement standards, attendance requirements, grading policy, promotion, and retention.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. If a parent requests additional information and input, the school is always ready to accommodate the parent's needs. These meetings can be one-to-one, small groups, or in a large group setting.

The parental involvement policy review is included in the annual review of the Single Plan for Student Achievement. It is updated annually to meet the changing needs of parents and the school. SSC, ELAC, and Booster Club meetings are used to obtain input, review, and approve the school's parent involvement policy.

School-Parent Compact

The school distributes to parents of Title I students a School-Parent Compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Input from parent surveys, school site council, and parent teacher association were used to give feedback to this policy. The School-Parent Compact, along with the Title I parental involvement policy, is distributed to parents of Title I students through enrollment packets and in this document.

Building Capacity for Involvement

The school engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Content standards, assessments and student progress are discussed with parents at Back-to-School Night, Open House, and parent/teacher conferences.
- The school provides materials and training to assist Title I parents in working with their children to improve academic achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parents are invited to participate in the following educational and informational workshops: Back to School Night, Parent Literacy/Health & Wellness Night, Parent Math Night, Science Fair, Accessing Grades, and various Make and Take Workshops.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Information related to school and parent programs, meetings, and other activities are distributed to Title I parents. SSC and ELAC meetings are held regularly throughout the year. Information related to Title I and other school programs is shared and input is solicited. Numerous opportunities are provided for parents to learn how to help their children be successful learners. All information shared with parents is provided in English and Spanish. Translators are used as needed for parent/teacher conferences, ELAC and SSC meetings, and IEPs.
- The school provides support for parental involvement activities requested by Title I parents. SSC and ELAC meetings are held 4-5 times throughout the year. Parents are notified in their language via monthly calendar and school flyers. Parents are encouraged to attend meetings and workshops to learn how to assist their children in being successful in school. All information shared with parents is provided in English and Spanish.

Accessibility

The school provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Parents of the aforementioned groups are invited and encouraged to attend every event the school offers. Monthly calendars, ConnectEd messages, school flyers, marquee postings, and agenda postings are a few of the methods used by the school to extend an invitation to attend. Translators are provided for parent/teacher conferences, SSC and ELAC meetings, SSTs, and IEPs as needed.

School-Parent Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

STAFF PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision-making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families to help each student achieve the school's academic standards.
- Respect the school, students, staff, and families.

STUDENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV/video game time and instead study or read every day after school.
- Respect my classmates, the school, staff, and families.

FAMILY/PARENT PLEDGE:

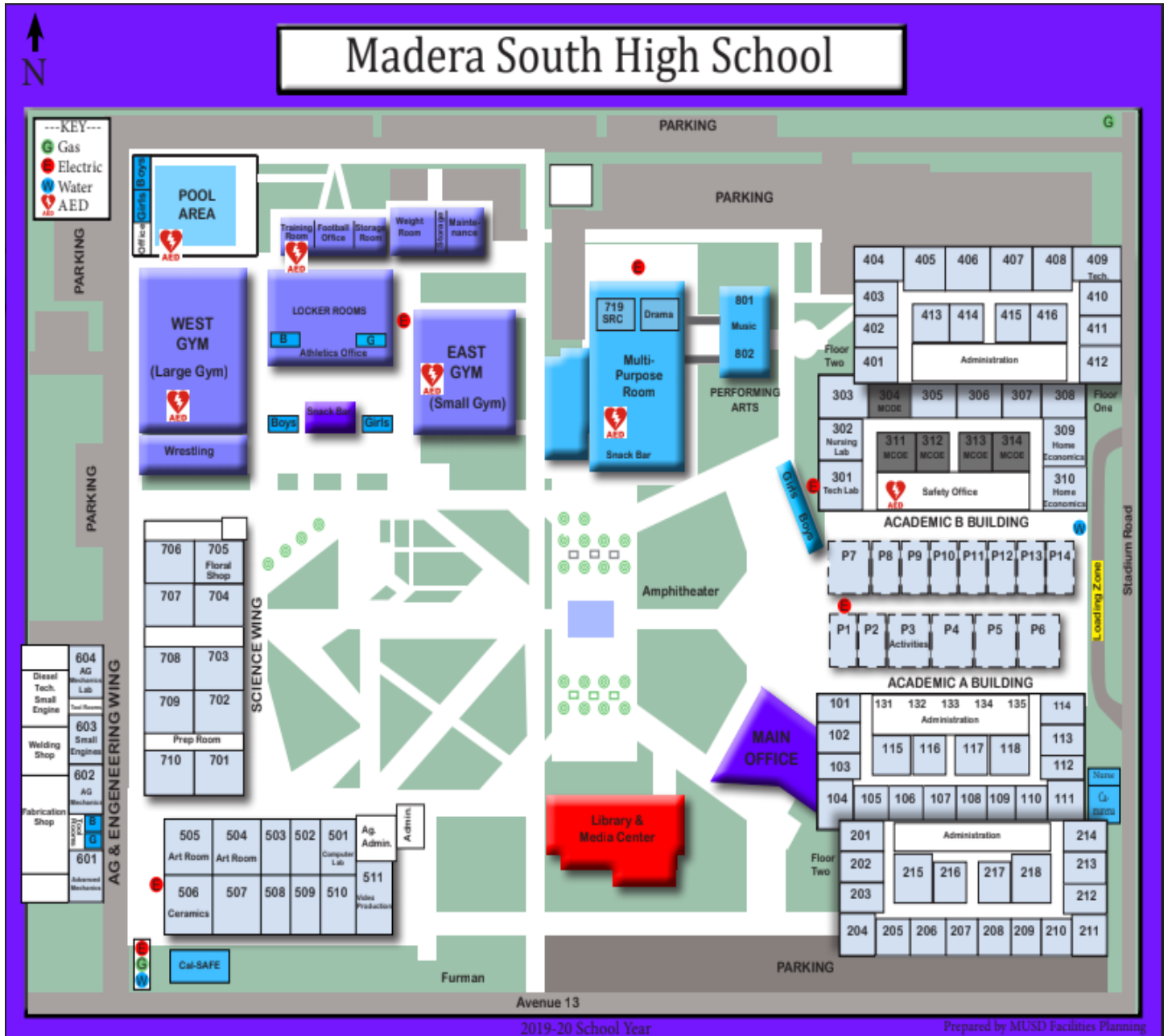
I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time, place for homework, and monitor TV/video game access.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as decision-making, volunteering and or attending school outreach meetings and parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

The School-Student-Parent Compact is distributed through the Parent/Student Handbook issued to every student at the beginning of the school year or at the time of enrollment. The Compact is reviewed and edited at the end of every school year to reflect parent input and revisions.



MADERA SOUTH HIGH SCHOOL MAP

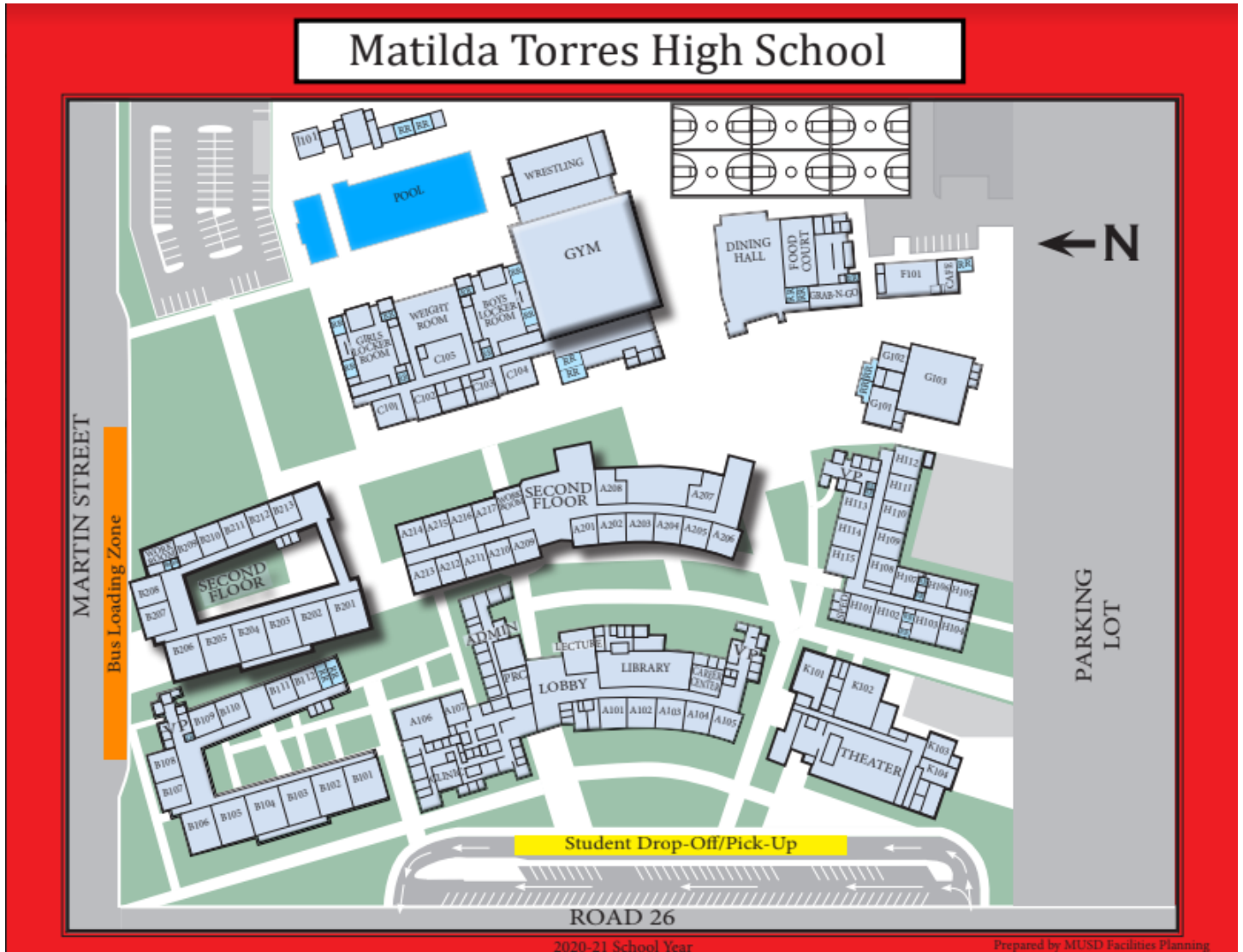


Avenue 13

2019-20 School Year

Prepared by MUSD Facilities Planning

MATILDA TORRES HIGH SCHOOL MAP



2020-21 School Year

Prepared by MUSD Facilities Planning